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ABSTRACT

This toolkit has been developed in an attempt to ensure that limited-English-proficient (LEP) students are provided with fair opportunities to learn that reflect the resources, conditions, and practices they need to achieve higher standards. This framework embraces the concept that local decisions must be made regarding how to best support and challenge these students. It also recognizes that for implementation to occur and for all students, including LEP students, to be able to demonstrate mastery of the Learning Results, some fundamental principles must guide the work. These fundamental principles include the following: student focus learning activities, equity and responsibility, fair and adequate assessment/reflection/action, learning and continuous professional improvement, leadership, teacher depth in both content and instruction, local focus and choice, organizational change, and the public and common good. The guide is divided into four parts. Part one, "Foundations," provides the rationale for the book, explains the development and organization of the book, as well as the theoretical foundations and the principles of language acquisition. Part two, "Tools," provides curriculum aids, guides to performance, and guides to learning strategies and classroom techniques. Part three, "Resources," refers practitioners to resources not in the toolkit. Part four contains a glossary and bibliography. (KFT)

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An English as a Second Language and Bilingual Education Toolkit: A Working Document To Support Pre-K-12 Students in Achieving Maine's *Learning Results*

2000

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"My Family and Me in Somalia" (Ikram Ali, Portland, ME Public Schools)

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- The Education Alliance at Brown University (Center for Educational Equity)
- The New England Comprehensive Technical Assistance Center (Education Development Center)
- The University of Maine
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An English as a Second Language and Bilingual Education Toolkit

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PART ONE

FOUNDATIONS

Introduction to the ESL/*Learning Results* Toolkit

I. Rationale

One of the core premises of the high standards of Maine's *Learning Results* (LRs) is that all students should aspire to high levels of learning. These high standards establish goals for what all students should know and be able to do. In order for all students to have appropriate opportunities to move toward achievement of the *Learning Results* and demonstrate mastery as they progress, schools will continue to design curriculum, instruction, and assessment opportunities that meet the needs of a diverse student population. Among these children are those for whom English is not their first or native language and who may have **limited English proficiency** (LEP).

This toolkit has been developed in an attempt to ensure that limited English proficient learners are provided with fair opportunities to learn that reflect the resources, conditions, and practices they need to achieve at higher standards. This framework embraces the concept that local decisions must be made as to how to best support and challenge these students. It also recognizes that for implementation to occur and for all students, including LEP students, to be able to demonstrate mastery of the LRs, some fundamental principles must guide the work.

Students of limited English proficiency must be challenged as much as any other of their mainstream, native-English speaking peers to the fundamental principles governing their achievement of Maine's *Learning Results*.

1. Student Focus
Learners are the center of focus. Student work is the primary evidence of achievement and is viewed in the content of high quality standards. Meaningful learning activities, including assessments, are designed to enable all students to acquire the skills, knowledge, and attitudes promised in the *Learning Results*.

2. Equity and Responsibility
All students can achieve high levels of knowledge and skills. All adults (parents, educators and community members) are responsible for enabling and supporting such levels of achievement.

3. Assessment/Reflection/Action
Student achievement of the *Learning Results* requires continual fair and adequate assessment against meaningful standards, the confidence needed to be self-critical, the skills to reflect and plan using pertinent information, and the commitment to take action.

4. Learning and Continuous Improvement
Continuous professional development, specifically focused on student learning, is crucial to the achievement of the *Learning Results*.

5. Leadership
There is effective leadership, a collective will, persistence, commitment and optimism based on the belief that Maine education can support children in achieving the *Learning Results.*

6. Content and Instruction
Student achievement of the *Learning Results* requires teacher depth in both content knowledge and in the skills of teaching.

7. Local focus
A results-driven system prescribes ends, not means. Local units have flexibility and choice in implementation plans and actions.

8. Organizational Change
There is organizational learning as well. There are parallel changes in the structures of schools and systems to support the necessary changes in curriculum, instruction, and assessment practices that will propel learners toward the achievement of the *Learning Results.*

9. The Public and Common Good
The plans that are made, the challenges to be overcome, and the successes that are achieved in our system of public education are the business of the public and essential for a civil and democratic society.

Maine's *Learning Results* does not prescribe a methodology, a curriculum, or local assessment tools. It surely does not prescribe those elements as they may apply to an English as a second language or bilingual education classroom. Our respective professions shoulder that challenge. As of January 1999, our professional organization, Teachers of English to Speakers of Other Languages (TESOL), has crafted standards compatible with essentially all state standards. Maine's *Learning Results*, it turns out, is uniquely well aligned with those (TESOL) standards. The mission for ESL and bilingual education teachers in Maine is to enhance instruction and assessment so that the LEP students in their care can and will achieve those *Learning Results. This toolbox is designed to provide some of the tools that will help enable ESL and subject area content teachers in Maine to provide access for all English language learners to the Learning Results, consistent with locally designed Learning Results objectives and outcomes.*

II. Audience

Historically, ESL teachers and/or ESL educational technicians have provided ESL instruction. Often, students were pulled out of content area instruction and provided separate English instruction. In a few instances, ESL educators and content area educators worked collaboratively to propel limited English proficient Learners toward content knowledge and skills in tandem with the acquisition of English knowledge and skills. As all students progress toward achievement of the *Learning Results*, it will be necessary (and is

encouraged) that educators approach the standards from an interdisciplinary perspective when designing local curriculum and when planning instruction and assessment. ESL and content area educators working together, sharing expertise and strategies for all students, will be the key to success. See Figure 1 for an illustration of the more common approaches to supplemental language support. Use of this toolkit will work best in all models illustrated except ESL pull-out which, by design, does not access the LEP student to standards other than basic English acquisition. Figure I illustrates the *Learning Results* Model in contrast to other, more traditional models.

The intended audience for this toolkit is diverse. Regular education, content area educators and ESL educators will certainly benefit, individually and collectively, from the planning and resource tools provided. Other school personnel such as guidance counselors, social workers, administrators, student service personnel, etc. should also be involved in the conversations and planning that will happen when these tools are used. Additionally, teacher preparation programs and professional organizations are encouraged to incorporate the concepts and structures presented in this document into their training experiences.

III. Development of the Toolkit

At a 1998 meeting of the *Learning Results* Steering Committee, a plan was established to develop products that would support student achievement of the *Learning Results*. One of those products was a *Learning Results* resource seminar series. Under that support system, educators would be provided the opportunity to gain skills and knowledge in a seminar setting via resource guides or tools that support *Learning Results* achievement for all students.

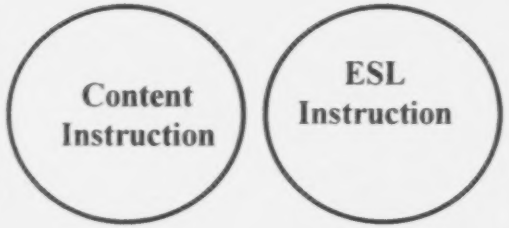
The ESL/*Learning Results* toolkit and parallel seminar are dedicated to ESL/bilingual education instruction as critical elements that would support LEP students in achieving the *Learning Results*. A team of ESL practitioners was convened with support of the Maine Department of Education to develop such a toolbox and an eventual seminar series after its unveiling. Those practitioners met frequently during 1998-1999 to craft the document. There were assisted by a second team of ESL teachers who participated in refining the first draft of the toolbox framework.

A third step in that process included placing this project as a top agenda item for Maine's 1999 ESL/bilingual education conference to secure the input of the entire profession statewide in constructing a final document. The Maine Department of Education and the Maine Organization for the Advocacy and Support of the ESL Community (MOSAEC), along with three IASA Title VII schools, the Education Development Center and the Equity Assistance Center at Brown University have engaged Professor Virginia Collier of George Mason University to kick off that effort in October 1999. When the final draft of the toolbox is disseminated statewide in 2000, an announcement of training seminars for its use will occur.

Figure 1
Common Approaches to Supplemental Language Support

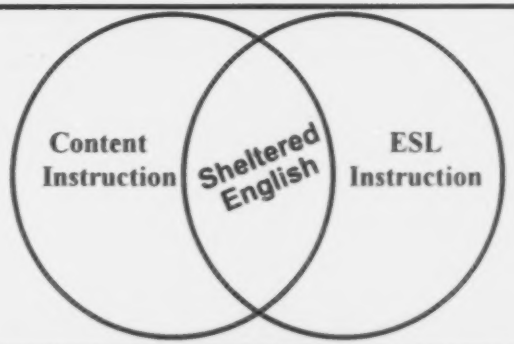
ESL Pull-out →

Weakest Approach; Minimal LEP Student Access to Standards



Sheltered English →

*This variant of Specially Designed Academic Instruction in English **Will Work in Low Incidence ESL Classrooms***

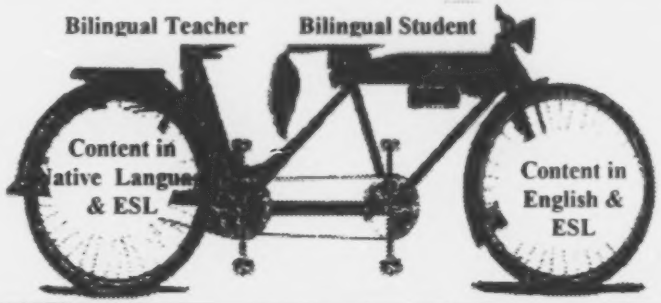


Structured Immersion →

Will Work in High Incidence LEP Classrooms

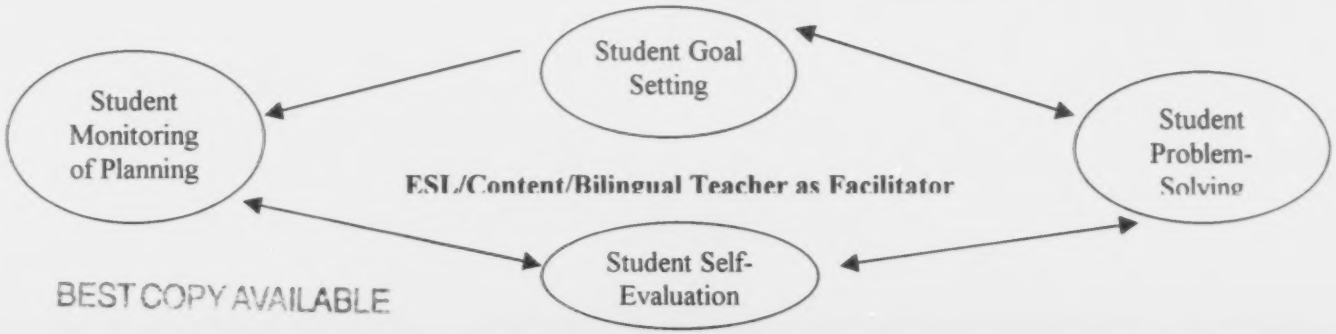
Bilingual Education →

Strong Model, esp. for High Incidence LEP Classrooms of Same Heritage Language



Metacognitive Strategic Learning, & The Cognitive Academic Language Learning Approach. CALLA) →

Strong post-elementary LEP student support in content ESL and BE



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IV. Organization of the Toolkit

The six guiding principles for Maine's Learning Results also guide the ESL/bilingual education toolbox. So, too, of the *Learning Results* outcomes by their respective subject areas. The result is a framework aligned to the Learning Results as well as the national TESOL standards that provides a process by which teachers may craft instruction that is responsive to those elements.

Case study ESL scenarios are samples by each of the principles. Those presentations help one to connect real-life classroom situations that teachers routinely encounter. Curriculum and instructional practices are presented for the twin *Learning Results* outcomes and TESOL standards as a fluid loop - the tool by which opportunities to learn for LEP students may develop and demonstrate their achievement of the *Learning Results*. Authentic assessment devices are suggested in that matrix to assure that each *Learning Results* principle has been attained. Finally, a range of resource tools is cited as useful vehicles for achieving those principles in a variety of instructional settings.

V. Theoretical Foundation of the Toolkit

The toolbox is ultimately designed to serve limited English proficient (LEP) students in the classroom; consequently, it is important to have an understanding of some distinguishing cultural and linguistic characteristics of this population which serve to define their unique learning profile.

CULTURAL FEATURES

Home background

A student coming from another country of origin may exhibit unique learning characteristics not reflected in the culture of the school. These preferences are shaped by culture, which provides the mold through which information is processed and therefore learning behavior develops. Child-rearing practices, the degree of social structure, and literacy tradition are some categories that directly affect learning style behavior. For example, children brought up in clearly-defined social environments might be more likely to work with others to achieve common goals as a result of their ability to cooperate with others in various tasks and activities. Conversely, they may be more reluctant to engage in field independent, or individualized, learning tasks. In addition, children raised in family settings or home cultures in which literacy practices are not present may relate more readily to direct experience and modeling as preferred ways to learn. As a result, they may express disinterest in written texts or inattentiveness to sustained literacy tasks because of inexperience.

The home environment is a source of culturally diverse experiences, which, when acknowledged and explored, can greatly validate the student's self-esteem and become a rich source of language and concept development. This unique prior knowledge can be a stepping stone to establishing connections to new learnings for the student. Although a culturally diverse home environment has the potential for creating a mismatch between the LEP student and the classroom, it is also a wealthy storehouse of unique knowledge. Understanding how to access this knowledge can help teachers design activities appropriate for LEP students to learn in an effective and efficient manner.

Cognitive Styles

Diverse cultures emphasize diverse ways of learning; therefore, learners from various cultures may exhibit preferred ways of retaining information which differ from U.S. classroom practice. U.S. classroom environments, for example, usually place greater emphasis on analyzing (recognizing patterns), synthesizing (generating new information), playfulness (experimentation and manipulation of material) and flexibility (hypothesizing

and considering alternatives). Other cultures may place greater value on verbal memory (recitation and repetition) and systematic attention (remaining on task for extended time periods).

Awareness of students' style similarities and differences can help teachers understand the challenges LEP students have in engaging in cognitively challenging activities, or conversely, why they may excel. Possessing cognitive styles consonant with U.S. styles helps to explain why certain students process information easily once they have gained language proficiency; conversely, certain students encounter difficulty processing information critically even after attaining proficiency due to varying cognitive preferences.

Cultural Challenges to Academic Achievement

There are several possible mismatches which LEP learners may experience in adjusting to the U.S. school environment. In essence, the intention of the culture of the school may be very different from the perceptions of the learners. Although the issue is far too complex to deal with in this introduction, some of the barriers learners might experience are: cognitive (the learner's knowledge of the world and the mental processes through which they obtain conceptual understanding of physical and natural phenomena); communicative (use of specific oral and or written skills through which learners exchange messages, as well as the manner in which they use them); linguistic (ways in which syntactic, semantic, and pragmatic knowledge of language is attained); pedagogic (recognition of stated or unstated short and/or long term lesson objectives); strategic (ways in which learners obtain, store, and retrieve information); and attitudinal (feelings toward the nature of learning English, teaching, the classroom, and the role of students and teachers.

In summary, there are many varying and complex issues regarding cultural adjustment and the learner's potential for academic success. The impact of culture on learning is great and multifaceted. For LEP learners, the process of school achievement is one of having the home culture and language "unpacked" and integrated into the language, content, and social life of the school . A culturally responsive classroom and school environment establishes a setting which fosters esteem and self-worth and incorporates the prior knowledge and experiences of the student into the curriculum as well as all other aspects of school life.

LINGUISTIC FEATURES

Age

In general, older learners have more fully developed cognitive capacities and a broader range of life experiences to acquire English as a second language. In addition, older

learners have a greater ability to enhance communication through question posing, slowing conversation, and manipulating vocabulary. At the same time, if these students come from educational environments which emphasize different means of learning (such as rote memorization), or if they have experienced discontinued schooling, academic adjustment may be challenging because of the need to apply concepts differently or to catch up on missing information.

According to well-documented research (Collier, 1997), the prime time for acquiring a second language is from 8 - 12 years of age, i.e., after mastering one's oral native language.

Prior to age eight, a learner's capacity to acquire a *second* language may be hampered by developmental issues in not having fully acquired the *native* language. Acquiring one language well serves the learner in transferring linguistic concepts to the acquisition of the second language.

Beyond age twelve, learners beginning the acquisition of English may be inhibited by peer group interactions in fear of making errors. This, in turn may lead to fewer risk-taking behaviors necessary for language acquisition. In addition, there is not enough time to achieve academic grade level parity with native English-speaking peers before leaving high school.

Below is a summary of school age and the potential for academic success:

Entry Age for Schooling	*Risk Factor*	*Reason*
4-7	Moderate	Development of the first language is interrupted before transfer to acquiring the second language.
8-12	Low	The first language has been adequately acquired. There is enough time in school to achieve grade level parity with English speaking peers in all content areas.
13-18	High	There is insufficient time to achieve grade-level parity with native English-speaking peers. Normal risk-taking to promote language use is inhibited due to fear of making mistakes.

It is important to note that there are two kinds of language proficiency: conversational proficiency, or BICS (basic interpersonal communication skills), which takes from 6 months to 2 years to acquire; and academic language, or CALP (cognitive academic

language proficiency), which may take anywhere from 4 - 10 years to acquire (Cummins 1980; Collier 1989), depending upon such factors as prior literacy in the first language, continuity of schooling, family support, quality and quantity of previous schooling, and/or any trauma experienced prior to coming to the United States.

Among the implications for teachers of LEP students is understanding that: *1) conversational fluency does not equate with academic fluency*; 2) *the learning environment must be consistently contextualized and cognitively demanding*; 3) *teaching language through content* (language arts, science, social science, math, etc.) *is the most efficient way to develop the LEP student's academic language.*

Literacy

Among the many arguments for schooling is that it involves the preparation of learners to become literate members of society. The ability to think critically across a variety of subject areas is the mark of a well-educated person. For LEP students, then, literacy development is a high priority. There are several important considerations marking the rate and efficacy of second language literacy acquisition:

LEP students require a foundation of *oral language proficiency* in order to effectively and concurrently develop literacy skills . Whether young learners are acquiring literacy for the first time or whether older students have developed literacy skills in the first language, oral proficiency assists in accelerating the transfer of concepts into print by enabling learners to draw upon reservoirs of oral knowledge of the language to understand print concepts and to "negotiate meaning" (Cummins 1996) through questions for clarification.

Older LEP students with *first language literacy* have an advantage over older LEP students with little or no literacy. The ability to make meaning from print through extracting and inferencing decoded information provides the foundation for transfer to other languages. Thus, students with developed literacy skills in the native language tend to be more adept at problem-solving and higher order thinking skills while acquiring English. Conversely, older students with little or no first language literacy often struggle in "reading to learn" once they have "learned to read".

Other factors characterizing literate and non-literate LEP students alike in the development of literacy in English are *directionality* (other languages "read" from right to left or top to bottom instead of left to right) and *script* (many languages do not use the same lettering system as English).

In summary, it is important to provide an integrated approach to literacy development for limited English speaking students. *A print and oral language rich environment with several integrated tasks and activities to strengthen developing concepts is crucial in helping students develop English language literacy.*

VI. Meaningful Learning: Principles of Language Acquisition

GENERAL CONSIDERATIONS (adapted from Brown, 1994)

The following are general understandings about language that are important for working with LEP students:

1. *LEP students will gain more language competence if the focus of learning is functional or practical.* Over analyzing language and thinking too much about its forms impedes the development of "automaticity" of language use.

2. *Meaningful learning through appealing to learner interests and academic and career goals, leads to better long-term retention.* Avoid grammar explanation, abstract principles, too much drilling or memorization, unclear activities, and mechanical techniques.

3. *Providing a degree of immediate verbal praise and displaying enthusiasm in the classroom helps to increase motivation.* LEP students need immediate feedback to assist their comprehension.

4. *LEP students are developing a "second self", i.e., a new identity in the English language; therefore, it is necessary to display a supportive attitude and to be sensitive not to overwhelm them with overly difficult cognitive challenges.* As a result, determine when to correct a student's speech errors, how much to explain something, who to place in which groups, and how to challenge students appropriately.

5. *Seek out and discuss cross-cultural differences with students in an atmosphere of objectivity.* Avoid culturally insensitive or obscure material.

6. *LEP students' native language is a source of comparison and contrast for acquiring English as a second language and provides the learners with a natural metacognitive perspective on learning.* Therefore, focusing on grammar and structure can be helpful as a way of helping student make connections to their native language.

7. *LEP students experience a systematic developmental process in developing language competence; therefore, teachers must be tolerant of certain interlanguage forms which are not grammatical or standard, as part of the learning process.* Students will make errors in speaking and writing as they continue to use academic and social language. This is a natural part of learning: through modeling and engagement in authentic tasks, students will continue to develop language competence.

SPECIFIC CONSIDERATIONS: THE TWELVE "Cs" OF LANGUAGE ACQUISITION

As the basis for providing effective instruction that meets the needs of LEP students, the following is a brief summary of curriculum considerations for classroom practice:

1. *Communicative Competence.* Conversational and academic language proficiency should be based on grammar *use*; vocabulary knowledge; and the ability to pronounce English words with enough clarity so as not to impede communication.

2. *Context.* In order for language to be comprehended, it should not stand alone, that is, it should be presented within situations and settings in which the language makes sense. For example, the concepts used in a science experiment on photosynthesis should be presented *within* the experiment and not in isolation.

3. *Content.* Conversational language, once acquired, needs a vehicle through which learners can learn. Academic content such as language arts, science, math, social sciences can provide learners with specific ways to organize and express ideas and to develop critical thinking.

4. *Comprehensibility.* Language should be presented at a level that learners can understand. It is, therefore, the teacher's responsibility is to discover what learners already know as the basis for scaffolding new information in ways that connect it with the learners.

5. *Clarification.* Language should be repeated and presented in a variety of ways so that learners can verify understanding. Repeated use of key words, repeating in a variety of different ways, and simultaneous use of oral and print language help to provide clarity.

6. *Constructivism.* Although some information can be transmitted by lecturing, learning should proceed through cooperative, task-based active *discovery* at all levels of instruction. Meaning can then be negotiated in a variety of ways, through interaction and assistance from more informed peers or the teacher.

7. *Collaboration.* Language used interactively, by varying groups of learners to provide support, is a way to motivate learners and to increase language use and knowledge.

8. *Complexity.* Presenting language simplistically without increasing the cognitive demand is an inequitable practice, if other learners are benefiting from more cognitively demanding tasks.

9. *Connections.* Fostering independent learning through metacognitive strategies such as setting goals, activating background knowledge, predicting, inferencing, classifying, using resources, summarizing, etc. help learners to plan, monitor, and evaluate their learning.

10. *Congeniality.* The classroom should provide for an affective climate to learning. An environment where learners can interact freely in responsive and responsible ways, with freedom to pose questions, discuss ideas, and engage in meaningful activities is an ideal learning climate.

11. *Community.* Creating a learning environment where all learners are invested in helping each other and where they can share their diversity to expand each others knowledge and appreciation of differences fosters community and motivation to learn.

12. *Culture.* Perhaps *most* importantly, sensitivity to the diversity of learner's cultures, cultivation of an atmosphere of appreciation for the values and assumptions of others, and the development of a curriculum that exemplifies the backgrounds represented in the classroom will help to create a learning environment that esteems learners' identity and fosters academic success.

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PART TWO

TOOLS

Maine State *Learning Results*/Curriculum Alignment Framework

A Resource Tool for Teachers Based on the TESOL *Standards*

The following is a *Learning Results* /curriculum alignment framework for developing comprehensible, grade-appropriate curricula for limited English proficient learners. The framework is based on ESL Standards for Pre K-12 Students, (TESOL).
The TESOL *Standards* contain three common goals for all limited proficiency students:

1. To use English to communicate in social settings
   (BICS – basic interpersonal communication skills)
2. To use English to achieve academically in all content areas
   (CALP - cognitive academically language proficiency)
3. To use English in social and culturally appropriate ways
   (Language behaviors in sociocultural settings)
   Each of the above goals promote learning strategies to enable LEP students to achieve greater independence in their learning.

The *Learning Results/Standards* alignment indicators contains 1) descriptors for promoting communication in social settings; 2) indicators for delivering comprehensible instruction; 3) descriptors for monitoring appropriate language behaviors; 4) strategies for planning, monitoring, problem solving, and evaluating learning.

Guidelines for Using the *Learning Results/Standards* Alignment Framework:

1. Using the *Learning Results/TESOL Standards Alignment Performance Guide* template, select the content- and grade-level appropriate guiding principle, content area, content standard, and performance indicator from the state or district learning results.
2. Select language proficiency level and communicative usage descriptors (Goal 1) appropriate for student(s) level of practice. Write these in the Performance Guide template box marked "Language and Communicative Usage Indicators".
3. Select appropriate schema elaboration indicators (Goal 2). Write these in the Performance Guide template marked "Schema Elaboration Indicators".
4. Select a few appropriate language behavior indicators (Goal 3). Write these in the Performance Guide template box marked "Language Behaviors".
5. Select one learning strategy from each of the planning, monitoring, problem solving, and evaluating strategy list. Write in the Performance Guide template marked "Learning Strategies".
6. In the *Product/Performance Description* template, write the lesson Overview, Activity, and Assessment including the selected alignment indicators selected in the Performance Guide.

(A sample performance guide and lesson description is included in this section.)

LEARNING RESULTS/TESOL STANDARDS ALIGNMENT PERFORMANCE GUIDE

GUIDING PRINCIPLE: _____

CONTENT AREA: _____

CONTENT STANDARD: _____

_____

PERFORMANCE INDICATOR: _____

_____

PERFORMANCE/PRODUCT ACCOMMODATIONS:

Language & Communicative Usage Indicators (Goal 1 - BICS)

Schema Elaboration Indicators (Goal 2 - CALP)

The Performance Guide continues on the next page.

Learning Results/TESOL Standards Alignment Performance Guide (Continued)

Language Behaviors (Goal 3 - Sociocultural)

Learning Strategies (Goals 1 - 3)

STUDENT PRODUCT/PERFORMANCE DESCRIPTION

(Evidence indicating progress toward the proficiency standard, curriculum standard, and curriculum strand that is the basis of performance assessment)

Mainstream	**ESL Alignment**
Description of Performance:	*Accommodations (incorporate from previous page)*
Content-Specific Vocabulary:	*Content-Related Vocabulary:*
Assessment:	*Assessment:*
Materials/Resources:	*Materials/Resources:*

TESOL STANDARDS ALIGNMENT INDICATORS CHECKLIST

GOAL 1: Use English to communicate in social settings (BICS)

A. Language Usage Indicators:

Beginner

___ Pictures
___ Labels
___ Present tense
___ Plurals and pronouns
___ Yes/no questions
___ Prepositions of placement
___ Simple sentences
___ Forming simple quest.
___ Simple, concrete vocabulary
___ Clearly spoken language

Intermediate

___ Present, past, prog. future tenses of common verbs
___ Conj. & neg.
___ Descriptive words
___ Complete sentences
___ "Wh" questions
___ Written sentences
___ Organized writing
___ Language to predict, summarize, infer
___Expanded vocabulary
___Prepositions

Advanced

___ Correct use of tenses
___ Careful use of idioms
___ Use of complex language structures
___ Inference, analysis, hypothesis
___ Research strategies
___ Refined vocabulary e.g., increased use of abstract words

B. Communicative Usage Indicators:

___ Sharing and requesting information
___ Expressing needs, feelings and ideas
___ Using nonverbal communication
___ Getting personal needs met
___ Engaging in conversations
___ Conducting transactions
___ Describing, reading about, participating in a favorite activity
___ Sharing social and cultural traditions and values
___ Expressing personal needs, feelings, and ideas
___ Participating in popular culture
___ Testing hypotheses about language
___ Practicing new language
___ Using context to construct meaning
___Listening to and imitating how others use English
___ Exploring alternative ways of saying things
___ Focusing attention selectively
___ Seeking support and feedback from others
___ Comparing nonverbal and verbal cues
___ Self-monitoring and self-evaluating language development
___ Using primary language to ask for clarification
___ Learning and using language "chunks"
___ Selecting different media to help understand language

Goal 2: Use English to achieve academically in all content areas (CALP).

Schema Elaboration Indicators:

Speech Adaptations

___Clarifying expectations
___Repetition
___Gestures
___Slowed speech
___Small units of language
___More expression
___Careful use of metaphors/idioms
___Longer wait time for responses
___Synchronization of speech w/visual
___Simplification of directions
___Modification of questions
___Paraphrasing of directions by student
___Sufficient explanation & example
___Posting and repeating instructions
___Alerting students to lesson transitions

Graphic Organizers

___Webs
___Outlines
___Charts
___Equations
___Calendars
___Flow charts
___Graphs
___Diagrams
___Maps
___Timelines
___Pictures/sketches
___Highlighted text
___Tables

Background Knowledge

___Background Knowledge
___Concept or theme
___Drawing pictures
___Carousel brainstorming
___Assorted word stories
___Oral picture diagram
___"Write 5 words when you think of"
___Contextualizing material within the personal experience of students

Focus Materials

___Wall Charts
___ Models
___Slides
___Filmstrips
___Key Points on board
___Guided outlines
___Taped text
___Taped lecture

Study Aids

___Written directions/homework assignments
___Key points on individual sheets
___Homework notebook
___Guided outline for notetaking
___Prepared study sheets
___Extended time on major assignments
___Copied teacher notes
___Student scribe for notes

Group Processing Formats

___Partner explanation
___Cooperative learning
___Group work
___Peer tutoring
___Cross-age tutoring
___Jig-saw
___Preferential seating

Learning Resources

___Realia
___Manipulatives
___Visuals
___Reference materials in different levels of complexity
___Reference materials in home language
___Calculators
___Computers

Check for Understanding Summarizing Activities

___10-2 Balance
___Notetaking
___Paraphrasing
___Wh questions
___Idiot questions
___Proof handwriting
___Think aloud
___ABC Summarize
___Luck of the draw fish bowl
___Learning log
___3-2-1
___Best test
___Ticket to leave
___Last word acronym

Assessment Modifications

___Extended time for tests
___Spoken vs.written formats
___Recognition vs. recall formats
___Specials assignments
___No penalty for gram. errors
___No penalty for poor

Goal 3: Use English in socially and culturally appropriate ways (Sociocultural).

Language Behaviors:

__Expressing verbal and nonverbal humor
__Interacting in formal & informal settings
__Making polite requests
__Allowing appropriate native language use
__Expressing compliments, showing gratitude, apologizing, expressing anger or impatience
__Greeting and taking leave
__Responding to gestures
__Obtaining attention
__Expressing opinions, preferences, desires
__Indicating interests, opinions, preferences
__Negotiating solutions to problems, disputes
__Discussing issues of personal importance
__Recounting events of interest
__Asking information for personal reasons
__Using idiomatic speech appropriately
__Determining appropriate dist. while standing
__Using appropriate volume of voice

LEARNING STRATEGY GUIDE

Source: Ana Uhl Chamot et. al. (1999). *The Learning Strategies Handbook.* New York: Longman)

I. Planning

1. *Set Goals*: Learner develops personal objectives or identifies the purpose of the task.
2. *Directed Attention*: Learner decides in advance to focus on particular tasks and ignore distractions.
3. *Activate Background Knowledge*: Learner thinks about what is already known to help do the task.
4. *Predict*: Learner anticipates information to prepare and give direction for the task.
5. *Organizational Planning*: Learner plans the task as content sequence.
6. *Self-Management*: Learner arranges for conditions to assist in learning.

II. Monitoring

1. *Ask If It Makes Sense*: Learner checks understanding and production to keep track of progress and identify problems.
2. *Selectively Attend*: Learner focuses on key words, phrases, and ideas.
3. *Deduction/Induction*: Learner consciously applies learned or self-developed rules.
4. *Personalize/Contextualize*: Learner relates information to personal experiences.
5. *Take Notes*: learner writes down important words and concepts.
6. *Use Imagery*: Learner creates an image to represent information.
7. *Manipulate/Act Out*: Learner handles tangible objects, role plays, and pantomimes.
8. *Self-Talk*: Learner reduces anxiety by reminding self of progress, resources, and available goals.
9. *Cooperate*: Learner works with others to complete tasks, build confidence, and give and receive feedback.

III. Problem-Solving

1. *Inference*: Learner makes guesses based on previous knowledge.

2. *Substitute*: Learner uses a synonym or descriptive phrase for unknown words.

3. *Ask Questions to Clarify*: Learner asks for explanations, verification, and examples; poses questions to self.

4. *Use Resources*: Learner uses reference materials about the language and subject matter.

IV. Evaluating

1. *Verify Predictions and Guesses*: Learner checks whether predictions/guesses are correct.

2. *Summarize*: Learner creates a mental, oral, or written summary of information.

3. *Check Goals*: Learner decides whether goal was met.

4. *Evaluate Yourself*: Learner judges how well the material is learned or the task is accomplished.

5. *Evaluate Your Strategies*: Learner judges how strategies were applied and their effectiveness.

Standards to Classroom Alignment: Samples

Learning Results Guiding Principle: Self-Directed and Lifelong Learner		
Content Standard (Health & Physical Education) B. Health Education (p. 27) Students will know how to acquire valid information about health issues, services, and products.	TESOL Standard: Goal 2: To use English to achieve academically in all content areas Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.	Classroom Activities: Students will compare and contrast ingredients, packaging, and cost of three common ingredients.
Learning Results Guiding Principle: Self-Directed and Life-Long Learner		
Content Standard (Mathematics) J. Mathematical Reasoning (p. 50)* Students will understand and apply concepts of mathematical reasoning.	TESOL Standard Goal 2: To use English to achieve academically in all content areas Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.	Classroom Activities: Using the data from the classroom and the entire school, prepare a report including graphs, charts, and diagrams, on the optimal number and location of recycling containers.
Learning Results Principle: Creative and Practical Problem-Solver		
Content Standard (Social Studies) A.Civics and Government (p. 82)* Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	TESOL Standard Goal 3: To use English in socially and culturally appropriate ways Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting	Classroom Activities: Send an e-mail to a civic leader defending your position on a topic of current political interest.
Learning Results Principle: Creative and Practical Problem-Solver		
Content Standard (Social Studies) B. Purpose and Types of Government (p. 83)* Students will understand the types and purposes of governments, their evolution, and their relationship with the governed.	TESOL Standard Goal 2: To use English in socially and culturally appropriate ways Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.	Classroom Activities: Create an oral report contrasting the government of your country of origin with the U.S. government.

*Page references are from the State of Maine *Learning Results*, July 1997 (Maine Department of Education)

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LEARNING RESULTS/TESOL STANDARDS ALIGNMENT
SAMPLE PERFORMANCE GUIDE

GUIDING PRINCIPLE: **A Creative and Practical Solver**
Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response.

CONTENT AREA: **Geography** (Elementary Level)

CONTENT STANDARD: **Skills and Tools**
Students will know how to construct and interpret maps and use globes and other geographic tools to locate information about people, places, regions, and environments

PERFORMANCE INDICATOR:
Students will use and construct maps and other visuals to describe geographic location, direction, size, and shape.

Language & Communicative Usage Indicators (Goal 1 - BICS)

Language level: Beginner - present tense; yes/no questions; prepositions of placement; simple sentences; simple questions; simple, concrete vocabulary

Communicative: Engaging in conversations; sharing social and cultural traditions and values; exploring alternative ways of saying things

Schema Elaboration Indicators (Goal 2 - CALP)

Speech Adaptation: Paraphrasing of directions by student
Sufficient explanation and example

Background Knowledge: Contextualizing the material within the personal experience of students.

Study Aids: Written directions

Language Behaviors (Goal 3 - Sociocultural)

Responding appropriately to a teacher's gesture

Asking for help/clarification when something is not understood

Learning Strategies (Goals 1 - 3)

I. Planning: Activating background knowledge; organizational planning

II. Monitoring: Selectively attend; personalize/contextualize; use imagery

PRODUCT/PERFORMANCE DESCRIPTION – SAMPLE LESSON

(Evidence indicating progress toward the proficiency standard, curriculum standard, and curriculum strand that is the basis of performance assessment)

Overview:

In a large group students orally brainstorm ideas about "neighborhood" as the teacher records their responses on chart paper. Using multicultural literature and visuals in the form of personal photographs, videos, books, and magazines, students orally compare and contrast the various neighborhoods/regions in which they have lived or currently live **(background knowledge)**. On a world map students place pins in areas where immediate families and/or ancestors came from and sing a song about the continents.

Students generate words describing various neighborhoods. These words are placed on a word wall that is used to assist students in writing and illustrating a page about a neighborhood of their choice that will collectively become a class book.

Activity:

1. Students review in a group their definitions of "neighborhood." The teacher then explains that as a class they will be making a big book about neighborhoods **(speech adaptation)**.

2. Since the beginning of the unit, students have been generating words to describe neighborhoods that they have read about in multicultural literature and see in photographs, videos, books, and magazines. These words are posted on a word/picture wall around the room **(study aids)**.

3. Each student chooses a neighborhood where they or family members have lived or currently live to write about using words from the word wall **(beginner level grammar use; sharing social & cultural traditions)**. Students discuss what words they would like to use and why **(engaging in conversations; exploring alternative ways of saying things; asking for help/clarification)**.

4. The teacher models for the students how they might use their words in a composition by using the school neighborhood as an example. The class together produces a page on their school neighborhood **(beginner level grammar use; responding appropriately to teacher's gesture)**. The teacher then reviews orally and in simple written form the steps for creating the page and the product descriptors **(sufficient explanation)**. The teacher checks for comprehension by asking students to explain the task. **(engaging conversation).**

5. Students continue the writing process (draft writing, conferencing, peer editing, etc.) with their writing which will eventually become an illustrated page in a class book about neighborhoods **(beginner level grammar use; engaging in conversation; exploring alternative ways of saying things)**.

6. When the book is complete, each student will have the opportunity to practice how to share his or her work with the class and then make a final presentation **(engaging in conversation; asking for help/clarification)**.

Assessment

At the end of the project, the teacher or a significant adult familiar with the project will sit down with the student to review all the steps of the project and ask the student to comment on his or her performance at each stage from selection of words to sharing written work with class. The comments are then recorded by the adult and combined with the teacher's observations of the students throughout the week **(use of native language)**.

Lesson Sample: ***Courtesy, Margot Downs***
Portland, Maine Public Schools

The Learning Strategies

Schema Elaboration Indicators Glossary

ABC Summarize – Each student is given a letter of the alphabet. They must think of one word or idea beginning with that letter and related to the topic studied.

Assorted Word Stories – Given a word prompt related to a topics/concept, students (individually or in groups) respond with a story.

Best Test – At the end of a unit of study, students are paired or grouped to write what they consider to be the best test for the unit.

Carousel Brainstorming – Moving from work station to work station, students respond to a prompt in a given amount of time.

Idiot Questions – The teacher asks a question that has an error in it to evoke a correct response ("So the head of state in the U.S. is called a king, right?).

Jig Saw – Students become experts on none portion of the text and share their learning with their small group.

Last Word Acronym – The topic studied becomes an acronym. Students brainstorm all the things they can remember about the topic and then use, shape, and elaborate those ideas to fit the structure of the topic to form the first word using each letter of the word.

Luck of the Draw – At the beginning of each class period the teacher has a student give a 3-5 minute summary of important ideas from the previous class. The teacher selects a student in the previous class from, a container with individual names in it so that the selected student has time to prepare.

Oral Picture Diagram – The teacher constructs a graphic organizer based on what students already know about a topic.

Proof – Student justifies a response or a conclusion with sufficient explanation.

Realia – The use of real objects, replicas, or graphic representations in the classroom.

10–2 Balance – The teacher presents material for 10 minutes then stops for two minutes to allow student teams to share their notes, fill in gaps, and help each other clarify concepts.

Think Aloud – Teacher asks student to express the metacognitive process used in accomplishing a given task ("How did you arrive at your answer?").

Ticket to Leave – At the end of class students are instructed to say or write their "ticket to leave", i.e., an aspect of the day's content, put in question form or what they want to know more about.

3-2-1 – At the end of a class, unit, movie, etc., students are asked to write down: 3 things that really interested you; 2 things you'd like to know more about; 1 idea that you will write about tonight.

PART THREE

RESOURCES

State of Maine

Learning Results

*To access the Maine **Learning Results**, Click below:*

http://janus.state.me.us/education/lres/homepage.htm

Maine's *Learning Results:* High Standards for *All* Students

The Document

Steering Committee

Assessment System

Professional Development

Online Newsletter

Centers for Inquiry

Forum

Frequently Asked Questions

State of Maine

Learning Results

Maine's *Learning Results* serve as the focal point for state and local efforts improve student learning, define professional development needs, update l curriculum and instructional practices, and assess student achievement. T *Learning Results* web pages provide information about the rich activity curr underway both in the Department and in schools and educational organizati around the state.

Statement of Purpose: (from Preface, *State of Maine Learning Results*) "The Learning Results identify the knowledge and skills essential to prepar Maine students for work, for higher education, for citizenship, and for perso fulfillment. This document defines only the core elements of education that should apply to all students without regard to their specific career and acad plans.

"The overriding purpose of the Learning Results is to provide teachers and parents with guidance to improve an existing education system that is alrea working well for many students in most Maine communities. The adoption o common standards and an accompanying mix of measures which assess learning is widely regarded as the most important next step in improving th quality of public education for all students."

	State of Maine Homepage	DOE Home Page	MEA Home Page	Learning Results	Assessment Contact

State of Maine

Learning Results

To access the Maine Learning Results, Click below:

http://janus.state.me.us/education/lres/homepage.htm

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Soon to Become Reality:

High Standards for All Students

J. Donna Gervais
Mona Baker

Maine Department of Education
August 1998

Public education in Maine is at a critical crossroads. In the year 1902, most Maine students entered the job market prepared for work in the agricultural or manufacturing fields. In 2002, however, most Maine students will compete for yet-to-be-created professional or technical jobs. Entry level positions will require solid skills such as ability to communicate effectively, technical writing, statistical analysis, and problem solving. The Education Act of 1984 started the wheels turning by establishing the Maine Educational Assessment, the Annual Performance Report on Maine's Public Schools, and a grant system that supported innovative teaching practices in Maine schools. Even with reforms driven by this act, however, the current educational system doesn't prepare students for successful living and working in the 21st century. The vehicle that will drive this change exists in the form of Maine's Learning Results.

With the intent of building on the 1990 Maine Common Core of Learning, the Maine Legislature created the Task Force on Learning Results, a group of twenty citizens including educators and business representatives. They were charged with identifying what Maine students should know and be able to do by the time they complete their public school education. Public Law 1996, Chapter 649, passed by the Maine Legislature in March 1996, placed Guiding Principles in statute. Building on the Guiding Principles, a comprehensive document of skills and knowledge known as the Learning Results was approved through the legislative rule-making process in May 1997. To support the Learning Results implementation, work has begun to create a comprehensive assessment system and a comprehensive staff development plan.

Two guiding ideas were key in Maine's standards development process - all children can learn; and within our new education system, all children need fair opportunities to achieve the Learning Results. At the core of a new plan for education in Maine, the Learning Results require that critical attitudes and beliefs be present to guide our work:

- ☛High standards must be for ALL students.
- ☛All activities to support implementation must be designed around what students need in order to learn (student-centered).
- ☛State and local assessments must provide multiple means and opportunities for students to demonstrate what they know and can do.
- ☛Quality, comprehensive learning opportunities are needed at all levels of the system.

Maine's high standards, the Learning Results, are structured in three levels. The first level identifies broad performance goals for all students, called Guiding Principles. Students are expected to be clear and effective communicators, self-directed and life-long learners, creative and practical problem solvers, responsible and involved citizens, collaborative and quality workers, and integrative and informed thinkers.

The second level of the Learning Results articulates knowledge and skills in eight subject areas: English Language Arts; Modern and Classical Languages; Social Studies; Visual and Performing Arts; Science and Technology; Health and Physical Education; Mathematics; and Career Preparation. The results in these areas, referred to as Content Standards, lead directly to the achievement of the Guiding Principles.

Lastly, Performance Indicators, or checkpoints, exist at the PK-2, 3-4, 5-8, and secondary levels. They are intended to guide local curriculum development and assessment at both the state and local level. The strong relationship between the Guiding Principles, Content Standards, and Performance Indicators, along with the development of personal learning plans, will make personalization of instruction and assessment a realistic expectation for each student.

Providing a structure for personalizing instruction and assessment, however, will not lead directly to attainment of the Learning Results. Resources, practices and conditions driven by student needs must also be in place. These components provide all students with fair opportunities to achieve the Learning Results. A preliminary report reflecting input from stakeholders throughout Maine recommends infrastructure changes for all levels of the public education system. In this visionary educational system, opportunities needed by students to achieve high standards are defined and used to personalize education. To ensure high performance by ALL students, the classroom, school and system cultures are dovetailed with student needs. In this new infrastructure it is widely understood that education is an "infinitely expandable unlimited resource" and that one child's program does not have to come at the expense of another's.

It is possible to understand education as an unlimited resource by using a systems framework such as Peter Senge's model. This model consists of multiple interrelated and interdependent components (see Figure 1). In an educational system, if a new *theory, method, or tool* (such as cooperative learning) is adopted on the basis of supporting a given *guiding idea* (by working collaboratively, all children can achieve to high standards), it necessitates a change in the *infrastructure* (providing related staff development).

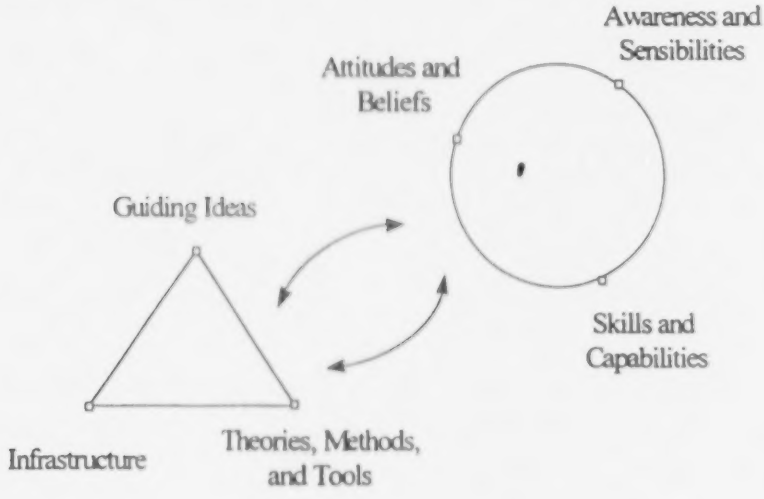

Figure 1.

The change in infrastructure results in an increase in the *skills and capabilities* of the staff (know how and why cooperative learning works), and ultimately impacts both their personal *awareness and sensibilities* (see new classroom possibilities in old situations) and their *attitudes and beliefs* (all children bring to and gain knowledge and skills within a collaborative learning experience).

The key to the use of a systems model is understanding the interrelatedness and interdependence of the components. Less significant is the order in which the components are impacted during the change process. The initial point where change takes place, whether it is a new guiding idea, an infrastructure change, or a shift in another component, will be different in every situation based on the individual system's energy for certain types of change work and what is seen as the high leverage point for best results.

In Maine, the *guiding idea* that ALL students can learn and achieve high standards led to state level *infrastructure* changes including legislation expecting achievement of the Learning Results, and the recommended development of comprehensive systems of assessment and professional development.

The *theories, methods, and tools* of the system will ensure stakeholder involvement in the process, maintain local control, and hold schools accountable for student achievement. Tools for comprehensive planning, such as the one described in this article, and other frameworks for Learning Results implementation are also being developed. These will be available for local units to adopt and implement if it meets their needs.

For each restructuring local system to move forward, one essential question must be answered - how can the design of curriculum, instruction, and assessment that moves students toward achievement of the Learning Results also assure that all students are provided fair opportunities to achieve these results? The answer lies in building on Senge's systems thinking where each student is recognized as an individual system, and in using a collaborative team structure for planning. Using these concepts, each student's needs can be delineated in a way that will guide the design of the classroom, school, and system environments to assure fair opportunities to learn.

Seeing the Student as a System

Information related to the deeply personal and intangible facets of the Senge circle are gathered in a Student Profile based on the components of the MAPs process. The components of the triangle, documented through the completion of a Personalized-Opportunities-to-Learn (POTL) template, guide planning teams as they investigate and discover critical information about a student that will inform the development of his/her Personal Learning Plan.

Looking at the student as a system, the information generated in the triangular portion of the Senge diagram includes aspects that should be integral in planning for each student. It describes the face the student presents to the world ... the *infrastructure* (his/her physical structure and needs), the *guiding ideas* (expressed attitudes and beliefs of the student), and the *theories, methods, and tools* (his/her interaction with the environment). The information in the circular portion of the diagram is no less important but addresses the student's internal attitudes and beliefs, awareness and sensibilities, and skills and capabilities.

The following example of Todd, a Maine student, demonstrates how to develop personalized instruction and assessment for a student with complex needs. Using three planning tools, a Student Profile, a POTL template, and a Performance Indicator Planning Grid, the team identified what Todd needed in order to achieve the Learning Results.

First, initial information specific to the student is gathered. The Student Profile in Figure 2 provides a structure to acquire focused, essential information. The team developing this profile, including the family and whenever possible the student, may choose to address these areas during a parent conference, regular planning session, or any other formal or informal meeting opportunity. Gathering information directly related to the components of the circle in Senge's diagram brings forth some of the personal and intangible aspects of Todd as an individual.

Student Profile

Name: Todd

History: Physically aggressive, verbally abusive, physically large, 15 years old, question of mental health issues.

Dreams: To be a member of my community without people being afraid of me and having friends.

Nightmares: Getting locked up. Something would happen to my mother and there would be no one who cares about me or advocates for me.

Personality/Characteristics: Knows he is bright, enjoys humor, likes to laugh, needs to have some control (i.e. making choices), fragile self-esteem, doesn't trust others, fearful of joining groups.

Likes: Computers, computer games, electronics, his family, physical activity (especially " shootin' hoops")

Dislikes: Losing, confrontation, being challenged, being laughed at, rejection, showing his limitations (masks them very well)

Strengths: Computers, physical coordination, memory, knowledge of music

Educational Needs: Academics, build self-esteem, social skills, communication

Figure 2.

In personalized planning for Todd, information is gathered by completing the POTL template (Figure 3). This template provides crucial and comprehensive information on how he functions as a system. His personal profile and his POTL combine to provide the information needed to personalize instruction.

Personalized Opportunities to Learn (POTL)
What are the expressed attitudes and beliefs this student has related to himself/herself, learning, and the environment?
What are the issues related to this student's learning interactions and style?
- belonging
- realistic self-perception
- self esteem
- structure of participation group/individual
- teacher style
- learning style
- level of expectation
"I'll never learn to read."
"I'm stupid."
"No one cares about me."
"I'm too wonderful for words."
"I'm so fat, who would want to be friends with me?"
- doesn't trust people
-knows he can learn but believes he's a loser
- believes he must be macho and fight back when confronted
POTL
- doesn't like group work
- works well with computer
- teacher/peers must not be confrontational
- "Did you hear the one about...?"
"I work best with a partner."
"I worked my hardest. The bell is going to ring, and I'm not done."
Teacher speaking loudly. Student crying with hands over ears. "Don't yell at me."
"I'm bored. What else can I do?"
"I don't want to do that. I want to do this one first!"
- needs/likes physical activity
- may need quiet time/space periodically
What are the physical issues related to this student's learning?
- use of technology
- medical issues
- physical space/ movement needs
- individual schedule
"I can't see it."
"I need more space."
"I'm on new medication starting today."
Todd
M. Baker, D. Gervais 1996

Figure 3.

A working knowledge of local standards, in this case Maine's Learning Results, is needed to guide the personalization process. Outlined in the planning grid (Figure 4.) are the links among the Performance Indicator being addressed in Todd's secondary classroom and the related Health and Physical Education Content Standard and Guiding Principles. It is important to note that this example is not realistic in that it is designed around only two performance indicators. In real classrooms, the instructional unit would be based on clusters of performance indicators, integrated within and across content areas.

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The planned classroom activity is only one piece of instruction designed to move Todd's class toward achievement of this performance indicator. To provide Todd with fair opportunities to achieve, instruction is personalized as seen in the planning grid. These opportunities are designed based on Todd's needs as identified in the Student Profile and POTL templates. Educators have found it important for their instructional planning that what begins as personalization for a particular student often leads to benefits for other students in the classroom as well.

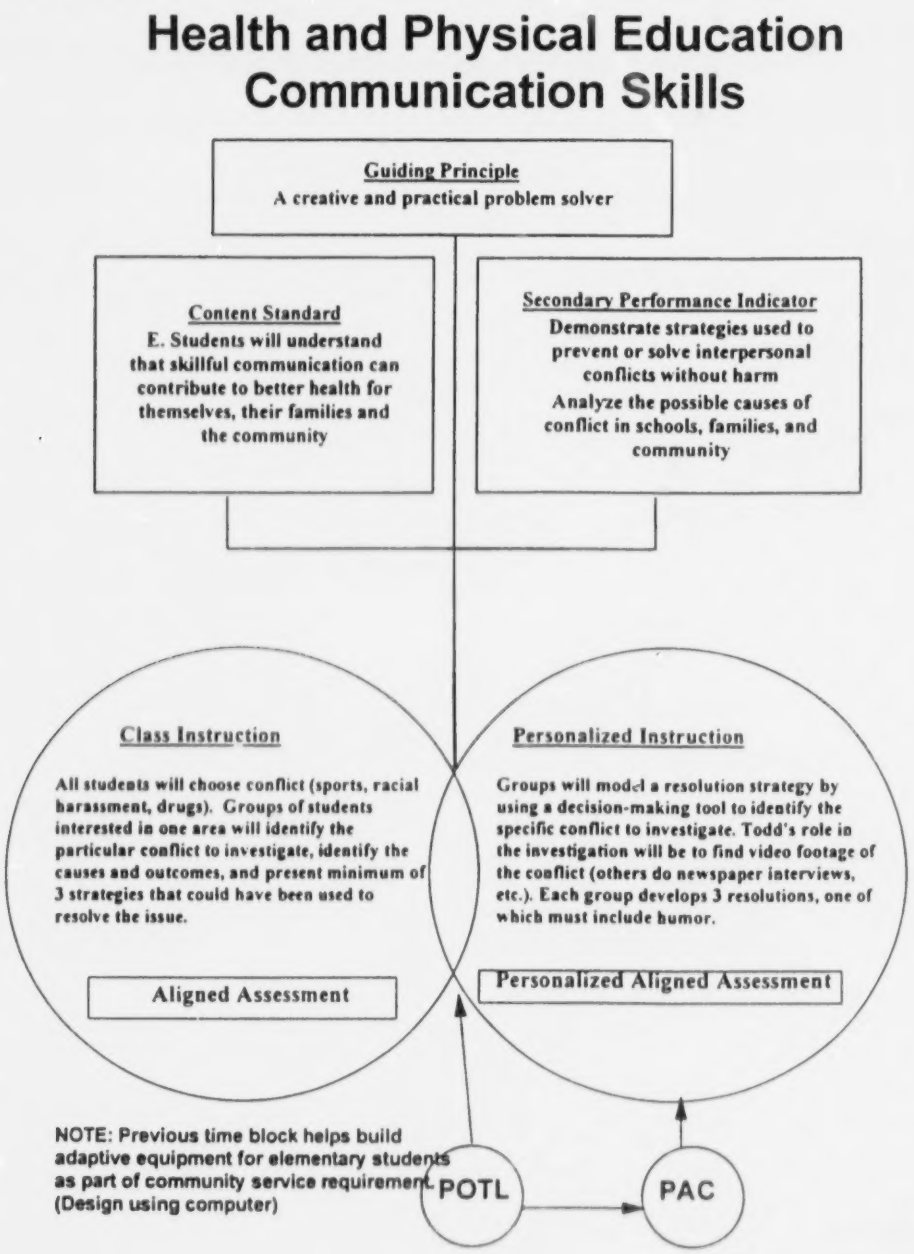
Health and Physical Education
Communication Skills
Guiding Principle
A creative and practical problem solver
Content Standard
E. Students will understand that skillful communication can contribute to better health for themselves, their families and the community
Secondary Performance Indicator
Demonstrate strategies used to prevent or solve interpersonal conflicts without harm
Analyze the possible causes of conflict in schools, families, and community
Class Instruction
All students will choose conflict (sports, racial harassment, drugs). Groups of students interested in one area will identify the particular conflict to investigate, identify the causes and outcomes, and present minimum of 3 strategies that could have been used to resolve the issue.
Aligned Assessment
Personalized Instruction
Groups will model a resolution strategy by using a decision-making tool to identify the specific conflict to investigate. Todd's role in the investigation will be to find video footage of the conflict (others do newspaper interviews, etc.). Each group develops 3 resolutions, one of which must include humor.
Personalized Aligned Assessment
NOTE: Previous time block helps build adaptive equipment for elementary students as part of community service requirement. (Design using computer)
POTL
PAC

Figure 4.

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Assessment of Student Performance

Assessment planning is the next step in the process. To ensure the successful attainment of the Learning Results, the State of Maine supports the collaborative development of a comprehensive assessment system built on local and state level strategies. The purpose of the Maine Comprehensive Assessment System (MCAS) is to inform and guide teaching and learning, to certify student achievement of the Learning Results, and hold educational systems accountable for this achievement. It is intended that the MCAS will provide multiple means and opportunities for all students to demonstrate what they know and can do.

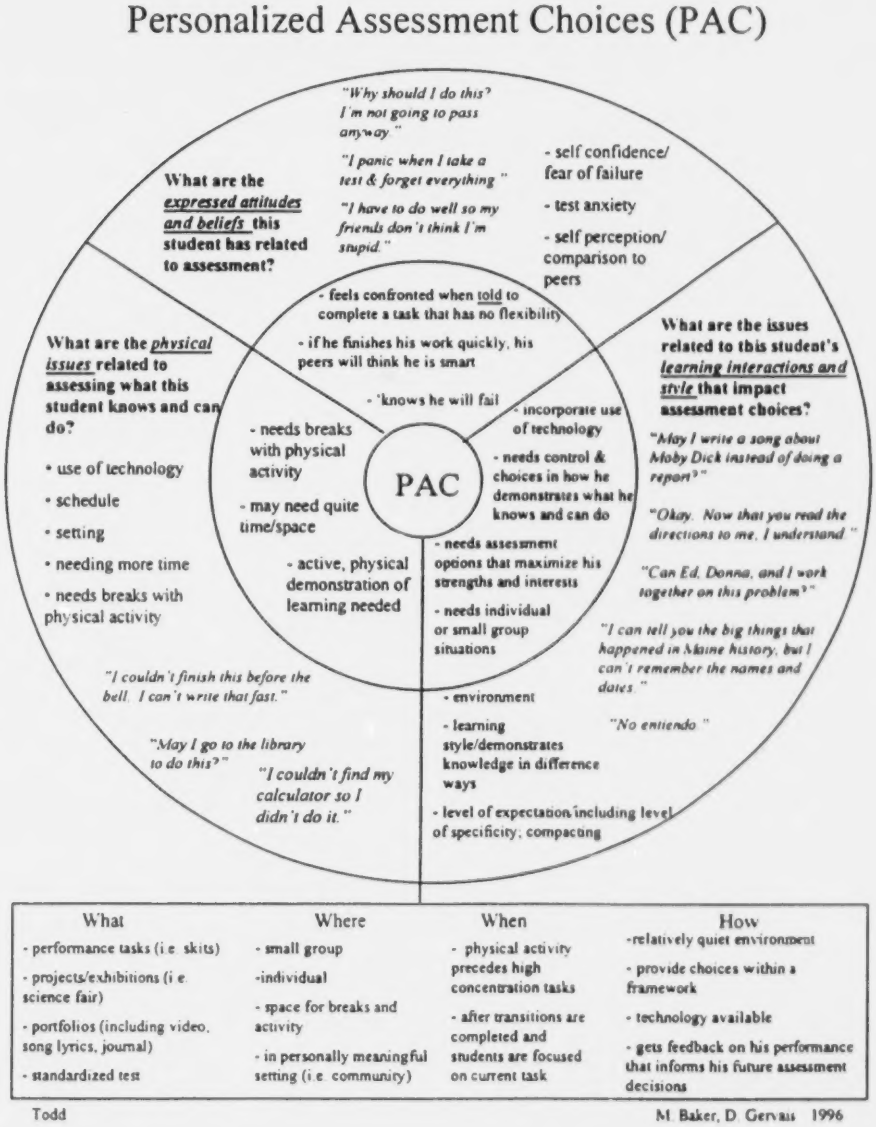
Personalized Assessment Choices (PAC)
What are the expressed attitudes and beliefs this student has related to assessment?
"Why should I do this? I'm not going to pass anyway."
"I panic when I take a test & forget everything."
"I have to do well so my friends don't think I'm stupid."
- self confidence/ fear of failure
- test anxiety
- self perception/ comparison to peers
What are the physical issues related to assessing what this student knows and can do?
• use of technology
• schedule
• setting
• needing more time
• needs breaks with physical activity
"I couldn't finish this before the bell. I can't write that fast."
"May I go to the library to do this?"
"I couldn't find my calculator so I didn't do it."
What are the issues related to this student's learning interactions and style that impact assessment choices?
"May I write a song about Moby Dick instead of doing a report?"
"Okay. Now that you read the directions to me, I understand."
"Can Ed, Donna, and I work together on this problem?"
"I can tell you the big things that happened in Maine history, but I can't remember the names and dates."
"No entiendo."
- feels confronted when told to complete a task that has no flexibility
- if he finishes his work quickly, his peers will think he is smart
- 'knows he will fail
- needs breaks with physical activity
- may need quite time/space
- active, physical demonstration of learning needed
- incorporate use of technology
- needs control & choices in how he demonstrates what he knows and can do
- needs assessment options that maximize his strengths and interests
- needs individual or small group situations
PAC
- environment
- learning style/demonstrates knowledge in difference ways
- level of expectation including level of specificity; compacting
What
- performance tasks (i.e. skits)
- projects/exhibitions (i.e. science fair)
- portfolios (including video, song lyrics, journal)
- standardized test
Where
- small group
-individual
- space for breaks and activity
- in personally meaningful setting (i.e. community)
When
- physical activity precedes high concentration tasks
- after transitions are completed and students are focused on current task
How
-relatively quiet environment
- provide choices within a framework
- technology available
- gets feedback on his performance that informs his future assessment decisions
Todd
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Figure 5.

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To personalize the MCAS for ALL students and maximize their ability to demonstrate knowledge and skills, personalized planning for assessment must occur. Continuing to recognize Todd as a system, the Personalized Assessment Choices template (PAC, Figure 5.) provides the planning team with a tool they can use to guide appropriate assessment choices by addressing key issues.

Because assessment will no longer be defined solely by standardized tests and pencil/paper exams, the flexibility for Todd to demonstrate his knowledge and skills in multiple ways will be key to his success. The MCAS will provide personalized choices, including performance assessments such as performance tasks, projects, exhibitions, and portfolios, as well as standardized paper and pencil assessment. These choices will allow the collaboratively developed MCAS to document progress toward attainment of the Learning Results. Todd, as all other students, will experience an array of valid assessment options at various points in his school career. The state portion of this assessment system will take place in fourth, eighth, and eleventh grade.

Schools in Maine, through implementing this process, have become aware that the information gathered in the 'what, where, when, and how' sections of the template in Figure 5 provides them with the parameters they need for the development of their local assessment system. Gathering PAC data on a significant number of students ensures a comprehensive system which allows all students valid and fair opportunities to demonstrate their knowledge and skills.

Addressing student needs through this comprehensive planning process has implications for all levels of the educational system. A student-centered learning system will impact the student, the classroom, the local school system, and the community. The right of all students to achieve high standards will be accomplished in a climate and an environment which embrace personalized planning and collaborative team work, and where there is a shared vision of what students should know and be able to do by the time they complete their public school education.

Student-Centered System of 2002

At the student level...

- Every student truly recognizes him/herself as a life long learner, always striving for further accomplishment of the Learning Results.
- Students are aware of and understand where they are headed educationally and are involved in their own educational planning.
- Students take responsibility and are actively involved in learning and demonstrating knowledge and skills.
- Students work toward the same curriculum goals, while experiencing individualized instruction and assessment, documented in a Personal Learning Plan (PLP). Along with their families and teachers, students actively participate in a personal action research cycle that informs revisions to their PLP.
- As with all other students, students with identified disabilities have PLPs with the Guiding Principles as the goal areas. Individual Education Plan (IEP) requirements of old are embedded in the PLP.
- Assessment of a student for identification of a disability reflects data available in his/her learning plan. The personalized assessment choices information drives the process.

At the educator/classroom level...

- Educators are mentors who guide the learning process.
- As all students achieve the Learning Results, educators work together in ever changing and creative ways. Previously segregated disciplines such as regular education, special education, English as a second language, homeless education and education of disadvantaged students have merged into one collaborative system.
- Educators, as members of planning teams, understand the Learning Results, design implementation and assessment strategies and are aware of the tools and frameworks available for support.
- A great deal of new learning continues to occur for all educators. Staff development based on strengths and needs is still critical.
- Family, student, educator, business and community input guide the staff development plan and system. Learning opportunities that emphasize new technologies and approaches proven effective in helping all students reach the Learning Results are available.
- Some people have experienced a shift in attitudes and beliefs about teaching and learning. New knowledge resulting from an ongoing action research cycle acts as a springboard to help planning teams design creative ways to personalize education for all students.
- Classroom schedules are designed to ensure fair opportunities to learn for all students.
- The physical structure of the classroom, the educational tools and materials, the rhythm of the day, the strategies used and the teacher's style are guided by the demands of personalized education for students to ensure they all achieve the Learning Results.
- Time is maximized to facilitate avenues for teaming and collaboration.

At the local school system and community level...

- Community members and businesses are actively involved in supporting all their students in achieving the Learning Results.
- Building and system schedules provide time for planning teams to work.
- The configuration of teams varies, but planning teams -- including families and whenever possible the student -- are critical to the success of all students in achieving the Learning Results. The teams are student focused and all members really know, understand, and *accept* the students.
- Student centered local assessment systems exist, are fully implemented and inform teaching and learning.
- Programs and services needed to support all students in achieving the Learning Results are identified, developed, and addressed in the staff development plans.
- Resources, realigned to ensure that all students have what they need to maximize their opportunities to learn, drive budget development. A comprehensive technology plan addressing the needs of all students plays a critical role.
- Local school systems have aligned their curriculum, instruction and assessment with the Learning Results.
- School boards have assessed their previously developed policies, procedures and practices for support of the Learning Results and made revisions accordingly. A process is in place to ensure that new policies also support this effort

- Schools are educational service centers. Local schools and their communities have collaboratively created a unified system of comprehensive services to support students and their families. Schools and facilities are used in innovative and flexible ways and provide avenues for learning through the availability of technology.
- Decision making is guided by a shared vision of what students should know and be able to do by the time they complete their public school education and the provision of conditions, practices, and resources necessary to provide fair and equitable opportunities for achievement.
- Communities and businesses are classrooms and learning resources.

At the state level...

- Guidance, support and intensive staff development for local systems are ongoing at the state level.
- Pre-service teacher training provides future educators with the knowledge, skills and strategies they will need to guide all students toward achievement of the Learning Results.
- The Comprehensive Assessment System is clear but fluid. All assessment choices are aligned with the Learning Results.
- Accountability is shared by all stakeholders.
- Essential programs and services are based on helping all students in the achievement of the Learning Results and drive equitable, predictable and adequate school funding.
- Strong connections exist linking all who impact education (e.g., universities, professional organizations, professional development agencies, state trainers, state agencies)
- All the work of the Department of Education teams is aligned with student achievement of the Learning Results.
- Staff development, based on the current needs of the State agency staff to support the Learning Results, is ongoing.

In the year 2002 when all schools are deeply engaged in this work and all students are achieving higher standards, the key to success will have been a shared vision of student-centered learning and clear, effective communication within and between all levels of the system. This new communication pattern will account for the quality, content, and presentation of the information being communicated, as well as the structures, relationships, and technologies that facilitate sharing and learning. Everyone, at every level, must be part of a learning community if the vision that ALL students will achieve the Learning Results is to become reality.

Epilogue: In 2002 Todd's reality is very different than it would have been in 1902 or even 1992. The last few days of his 2002 daily computer log capture what his life is like:

December 21st The world is just buzzing with excitement. Chris, Mom and I went to the "Celebration of Holidays" concert at Fairview School. That is the school that *Interface*, the computer company I work for, has adopted. I have been thinking of asking the other members of my team their thoughts on my volunteering at the school. Anyway, the concert was fun and Mom loved to see all the decorations and the little kids. Chris came back to my place and listened to the latest music clips available on the Internet.

December 22nd We had a party at work today to celebrate the holiday season. I was uncomfortable at first with all the people but then the other 3 people in my team and I played ping pong in the lounge and had a good time. It was nice not to have to leave early for class. Both my community college evening classes are canceled this week!

December 24th WE WON! My YMCA basketball team is in the finals. I ran into Randy Jones as I was leaving and he asked me to be on his softball team this spring! They had a pretty bad season last year but I think it will be a blast. Randy says that Jon P and Jane R -- they graduated with us -- are getting married on New Year's.

December 27th I spent the day lounging around, listening to music, playing with the cat and fooling around on the computer. I don't know what I would do without this trusted friend. My life here and at work sure would be different! Mom found some discs while she was cleaning out my old room a couple of weeks ago. It was cool to browse through the information. I found a disc from 1995-96. It had lots of stuff from school but one thing really caught my eye. It was the dream I had written for myself that year. It read "To be a part of the community and not have people be afraid of me. To have friends." No wonder life is so good. I have my dream!

December 31st I went to the New Year's festivities in the city. I didn't stay long enough to see the fireworks. There were too many people, it was too cold and I almost got in trouble. I was talking with some friends when this jerk started giving us a hard time. I was just about to let him have it when I realized that I didn't have to hit him. I guess that "dealing with conflict" stuff I learned at school really has changed me.

January 1st Recently a person I chat with on line asked me to describe what I want in the future. I had to think about it for a while then sent a message saying: I want to always have a job I like and am good at. I want to be on the Board of Directors at the Y and change some of the things they offer (add conflict resolution, study skills and technology for example). Mostly, I want a family, to have children and to coach their basketball teams. I can't wait for my children to go to school! Here's to the future.

As we move into the future with Maine's Learning Results, we will continue to share success stories such as Todd's and will always remind those who join us in this work that change is a long process which happens one conversation at a time. Continue the conversations and join us on this exciting journey.

References:

Page 3. MAPS, Lusthaus & Forest, 1987, McGill Action Planning System

Notes:

This article has been published in its entirety by the ERIC Clearinghouse in their educational management database (see ERIC # ED409657). In this previously published version, we referred to 'personalized curriculum'. In a standards-based system, however, all student programs are based on the same curriculum, while instruction and assessment are personalized to meet individual needs.

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Student Profile

History:

Dreams:

Nightmares:

Personality/Characteristics:

Likes:

Dislikes:

Strengths:

Educational Needs:

Profile de l'étudiant

Son histoire:

Ses rêves:

Ses cauchemars:

Sa personnalité/ses caractéristiques:

Ses goûts:

Ses aversions:

Ses forces:

Ses besoins éducationnels:

Occasions personnalisées pour apprendre (OPPA)

Quelles sont les attitudes et croyances apparentes de cet(te) étudiant(e) en rapport avec lui/elle, son apprentissage et son entourage?
- appartenance
- perception réaliste de soi
- estime de soi
" Je n'apprendrai jamais à lire."
"Je suis stupide."
"Personne ne m'écoute."
"Les mots ne suffisent pas pour exprimer ma grandeur."
"Je suis si gros(se); qui voudrais d'un(e) ami(e) comme moi."
Quelles sont les questions soulevées par les interactions et le style d'apprentissage de cet(te) étudiant(e)?
- structure de la participation individuelle/en groupe
- style de l'apprentissage
- niveau des attentes
"Je travaille mieux avec quelqu'un d'autre."
"Je fais de mon mieux. La cloche va sonner et je n'ai pas fini."
L'enseignant(e) qui parle fort. L'étudiant(e) qui se couvre les oreilles en criant.
"Ne me crie pas dans les oreilles."
"Ça m'ennuie. Qu'y a-t-il d'autre à faire?"
"Je ne veux pas faire ça.. Je veux commencer par celui-là.
OPPA
Quelles sont les questions physiques soulevées par l'apprentissage de cet(te) étudiant(e)?
- utilisation de la technologie
- questions médicales
- espace physique/ besoins de bouger.
- horaire individuel
"Je ne comprends pas."
"J'ai besoin de plus d 'espace."
"Aujourd'hui je commence à prendre un nouveau médicament."

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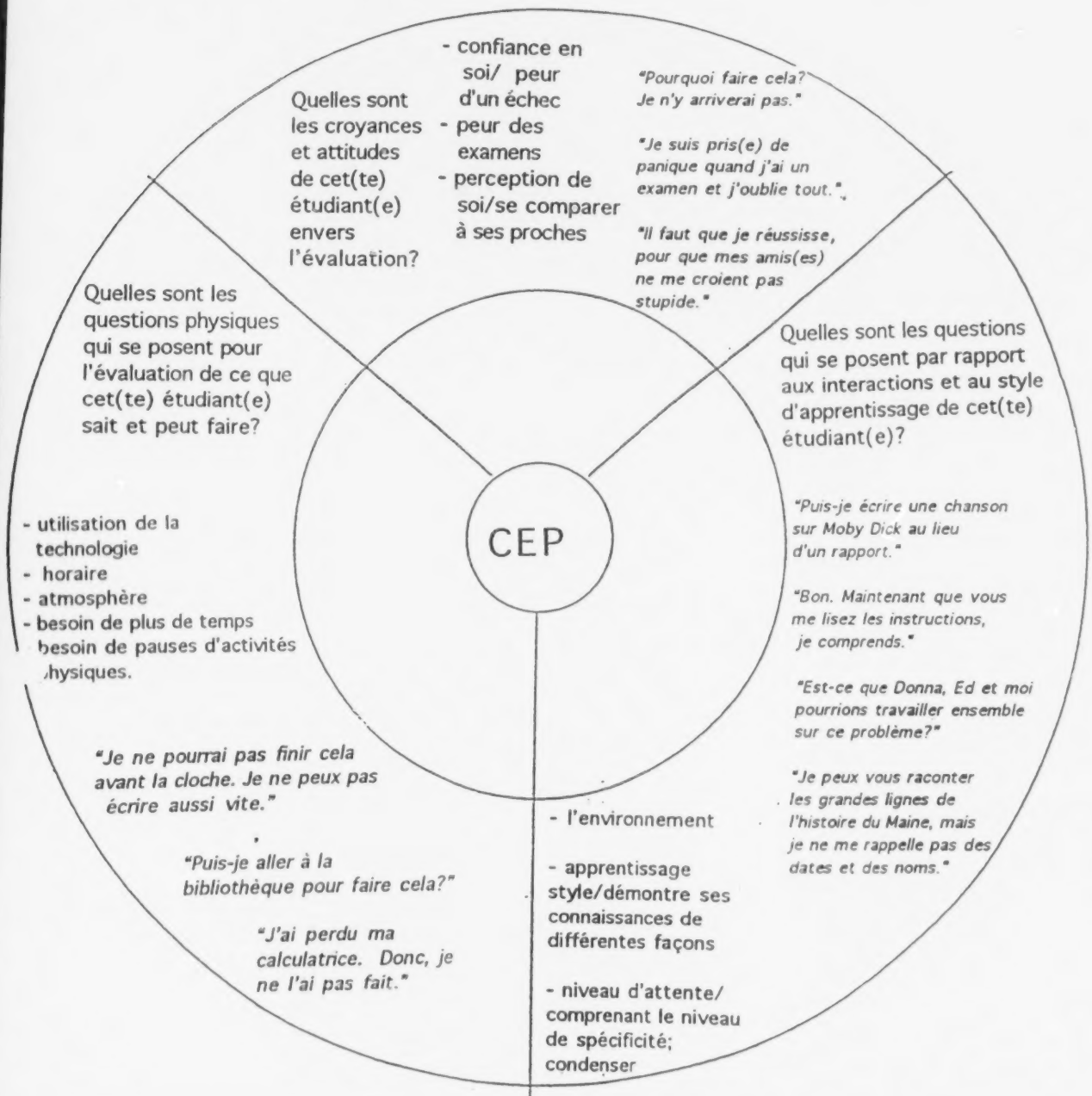
Les Choix pour l'Évaluation Personnalisée (CEP)


- confiance en soi/ peur d'un échec
- peur des examens
- perception de soi/se comparer à ses proches
Quelles sont les croyances et attitudes de cet(te) étudiant(e) envers l'évaluation?
"Pourquoi faire cela? Je n'y arriverai pas."
"Je suis pris(e) de panique quand j'ai un examen et j'oublie tout."
"Il faut que je réussisse, pour que mes amis(es) ne me croient pas stupide."
Quelles sont les questions physiques qui se posent pour l'évaluation de ce que cet(te) étudiant(e) sait et peut faire?
Quelles sont les questions qui se posent par rapport aux interactions et au style d'apprentissage de cet(te) étudiant(e)?
CEP
- utilisation de la technologie
- horaire
- atmosphère
- besoin de plus de temps
- besoin de pauses d'activités physiques.
"Puis-je écrire une chanson sur Moby Dick au lieu d'un rapport."
"Bon. Maintenant que vous me lisez les instructions, je comprends."
"Est-ce que Donna, Ed et moi pourrions travailler ensemble sur ce problème?"
"Je peux vous raconter les grandes lignes de l'histoire du Maine, mais je ne me rappelle pas des dates et des noms."
"Je ne pourrai pas finir cela avant la cloche. Je ne peux pas écrire aussi vite."
"Puis-je aller à la bibliothèque pour faire cela?"
"J'ai perdu ma calculatrice. Donc, je ne l'ai pas fait."
- l'environnement
- apprentissage style/démontre ses connaissances de différentes façons
- niveau d'attente/ comprenant le niveau de spécificité; condenser

Quoi	Où	Quand	Comment

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Representacion de un Estudiante

Historia:

Suenos:

Pesadillas:

Personalidad o Caracter:

Gustos:

Aversiones:

Fuerzas:

Necesidades Educativas:

Opportunidades Personales Para Aprender (OPPA)

Cuales son las opiniones explícitas que este estudiante se ha relacionado? Cuales son las opiniones que el ha relacionado a su aprendizaje y a su ambiente?
• un sentimiento de pertenecer
• una percepcion realista de si
• un respeto de si mismo
"Nunca voy aprender a leer."
"Soy estupido."
"A nadie le importa lo que me pasa."
"Soy demasiado fantastico."
"Soy tan gordo; quien me va a querer?"
Cuales son los problemas del estudiante relacionados a las relaciones y la moda de aprenduzaje?
• la estructura de participacion (del grupo y del individuo)
• el estilo del profesor
• el nivel de esperanza
"Yo trabajo mejor con otro."
"Yo trabaje mas que lo demas. Va terminar la clase, y yo no he terminado."
El profesor voceando. El estudiante llorando cubriendose las orejas con las manos, "No me grite."
"Estoy aburrido. Que mas puedo hacer?"
"No quiero hacer eso. Yo quiero hacer esto primero."
OPPA
Cuales son los problemas fisicas relacionados al aprendizaje del estudiante?
• el uso de tecnologia
• los problemas medicos
• el espacio fisico/ necesidades de movimiento
• el horario individual
"No lo puedo ver."
"Necesito mas espacio."
"Empeze tomando una nueva medicina hoy."

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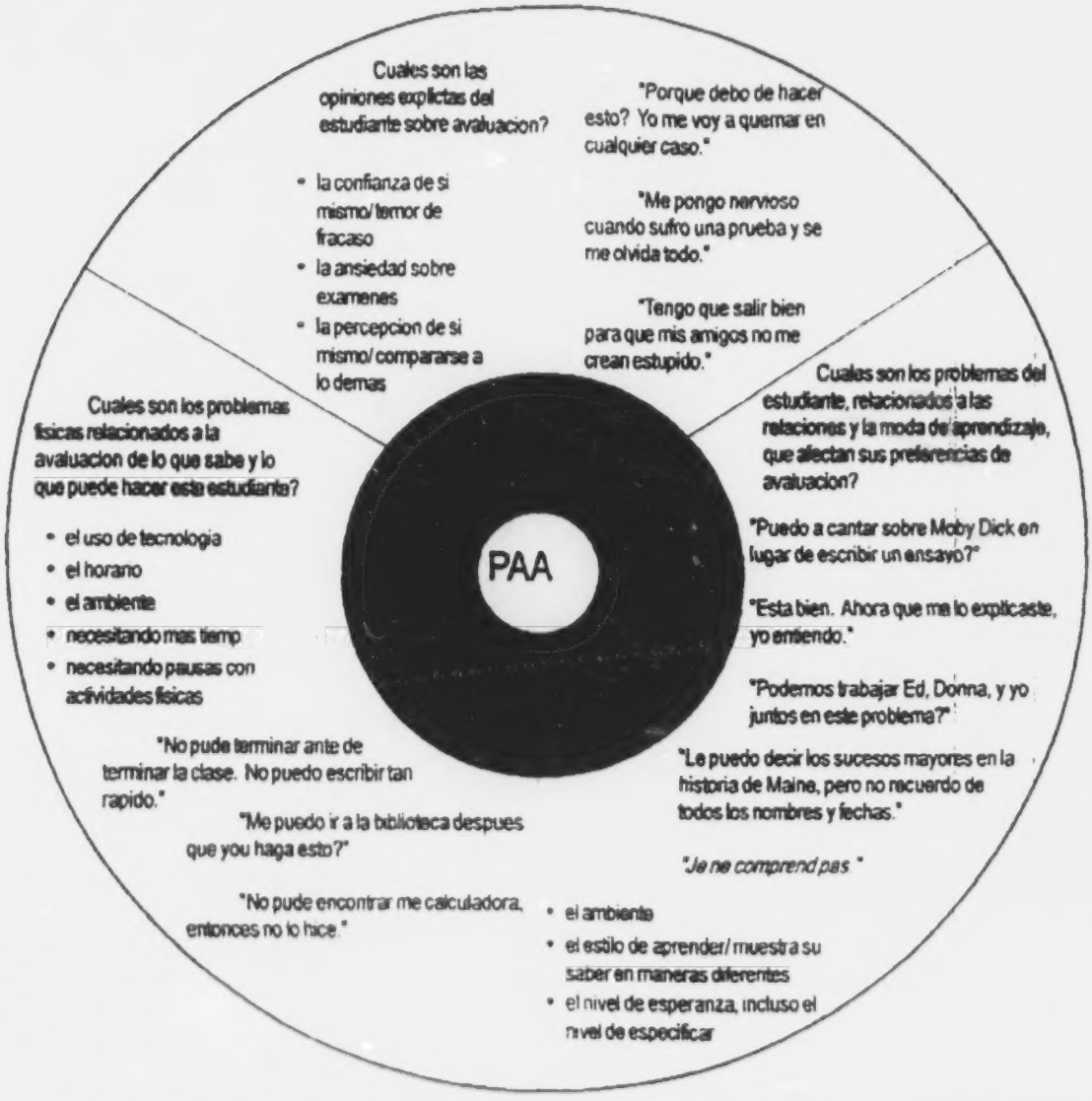
Preferencias Personales de Avaluacion (PAA)


Cuales son las opiniones explictas del estudiante sobre avaluacion?
• la confianza de si mismo/ temor de fracaso
• la ansiedad sobre examenes
• la percepcion de si mismo/ compararse a lo demas
"Porque debo de hacer esto? Yo me voy a quemar en cualquier caso."
"Me pongo nervioso cuando sufro una prueba y se me olvida todo."
"Tengo que salir bien para que mis amigos no me crean estupido."
Cuales son los problemas fisicas relacionados a la avaluacion de lo que sabe y lo que puede hacer este estudiante?
• el uso de tecnologia
• el horario
• el ambiente
• necesitando mas tiempo
• necesitando pausas con actividades fisicas
"No pude terminar ante de terminar la clase. No puedo escribir tan rapido."
"Me puedo ir a la biblioteca despues que you haga esto?"
"No pude encontrar me calculadora, entonces no lo hace."
PAA
Cuales son los problemas del estudiante, relacionados a las relaciones y la moda de aprendizaje, que afectan sus preferencias de avaluacion?
"Puedo a cantar sobre Moby Dick en lugar de escribir un ensayo?"
"Esta bien. Ahora que me lo explicaste, yo entiendo."
"Podemos trabajar Ed, Donna, y yo juntos en este problema?"
"Le puedo decir los sucesos mayores en la historia de Maine, pero no recuerdo de todos los nombres y fechas."
"Je ne comprend pas."
• el ambiente
• el estilo de aprender/ muestra su saber en maneras diferentes
• el nivel de esperanza, incluso el nivel de especificar

Que	Donde	Cuando	Como

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MACLUUMAADKA ASTAAMAHA ARDAYGA

ARDAYGA:

TAARIIKH NOLOLEED:

RIYO:

CALWASAAD:

HAYBADDA/ ASTAAMAHA:

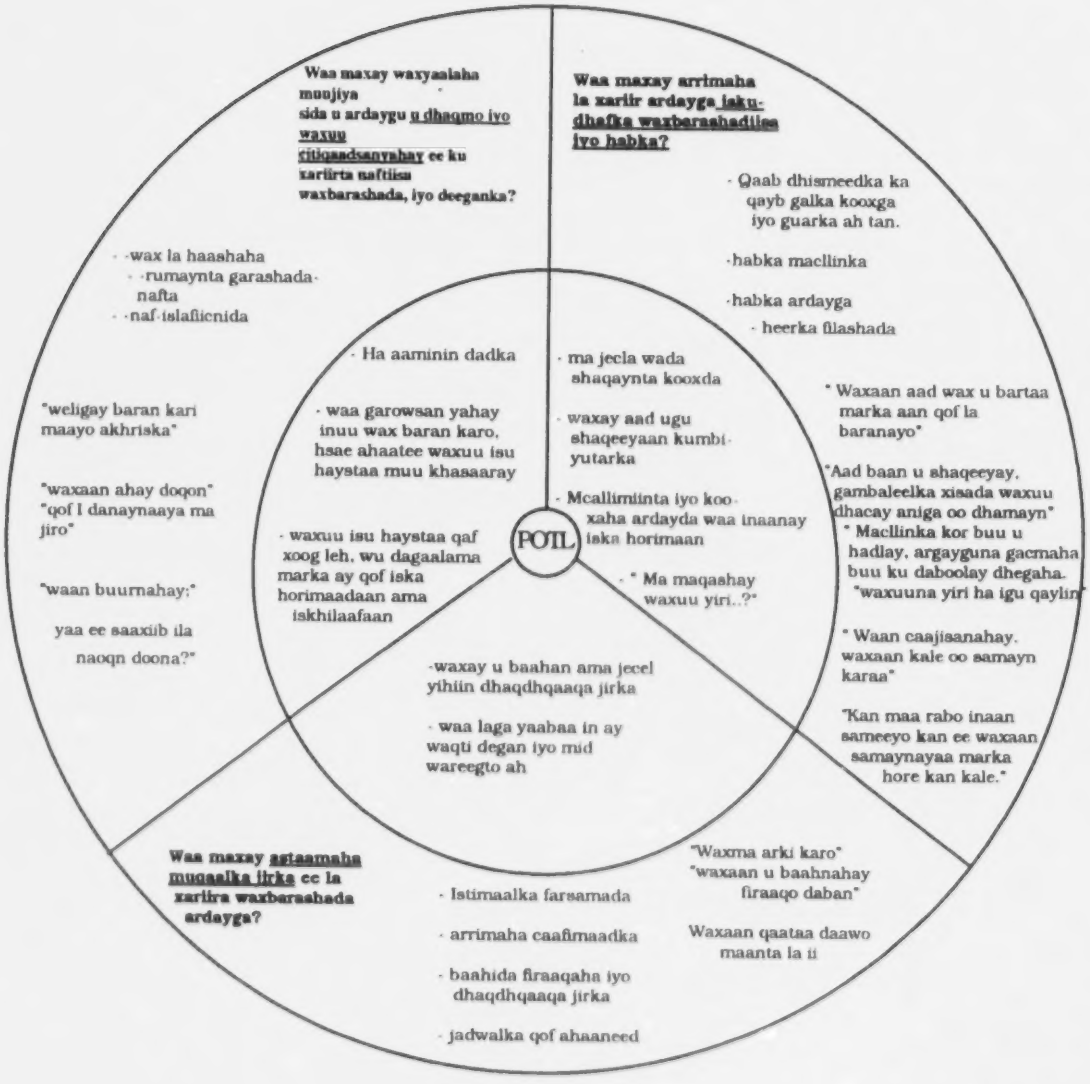
WAXAAD JECESHAHAY:

WAXAADAN JECLAYN:

LAXAADA:

BAAHIDA WAXBARASHADA:

Fursadaha Shakhsiyeenta Barashada


Waa maxay waxyaalaha muujiya sida u ardaygu u dhaqmo iyo waxuu ku xiriirta naftiisu waxbarashada, iyo deeganka?
- -wax la haashaha
- -rumaynta garashada-nafta
- -naf-islafiicnida
"weligay baran kari maayo akhriska"
"waxaan ahay doqon"
"qof I danaynaaya ma jiro"
"waan buurnahay;"
yaa ee saaxiib ila naoqn doona?"
Waa maxay arrimaha la xariir ardayga iska-dhafka waxbarashadiisa iyo habka?
- Qaab dhismeedka ka qayb galka kooxga iyo guarka ah tan.
-habka macllinka
-habka ardayga
- heerka filashada
" Waxaan aad wax u bartaa marka aan qof la baranayo"
"Aad baan u shaqeeyay, gambaleelka xisada waxuu dhacay aniga oo dhamayn"
" Macllinka kor buu u hadlay, argayguna gacmaha buu ku daboolay dhegaha.
"waxuuna yiri ha igu qaylin"
" Waan caajisanahay, waxaan kale oo samayn karaa"
"Kan maa rabo inaan sameeyo kan ee waxaan samaynayaa marka hore kan kale."
- Ha aaminin dadka
- waa garowsan yahay inuu wax baran karo, hsae ahaatee waxuu isu haystaa muu khasaaray
- waxuu isu haystaa qaf xoog leh, wu dagaalama marka ay qof iska horimaadaan ama iskhilaafaan
- ma jecla wada shaqaynta kooxda
- waxay aad ugu shaqeeyaan kumbi-yutarka
- Mcallimiinta iyo koo-xaha ardayda waa inaanay iska horimaan
- " Ma maqashay waxuu yiri..?"
POTL
-waxay u baahan ama jecel yihiin dhaqdhqaaqa jirka
- waa laga yaabaa in ay waqti degan iyo mid wareegto ah
Waa maxay astaamaha muqaalka jirka ee la xariira waxbarashada ardayga?
- Istimaalka farsamada
- arrimaha caafimaadka
- baahida firaaqaha iyo dhaqdhqaaqa jirka
- jadwalka qof ahaaneed
"Waxma arki karo"
"waxaan u baahnahay firaaqo daban"
Waxaan qaataa daawo maanta la ii

Somali

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STUDENT PROFILE DATA

VÀI NÉT SƠ LƯỢC VỀ HỌC SINH

STUDENT: **HỌC SINH**

HISTORY: **TIỂU SỬ**

DREAM: **ƯỚC MƠ**

NIGHTMARE: **ÁC MỘNG**

PERSONALITY/CHARACTERISTICS: **NHÂN CÁCH / ĐẶC TÍNH**

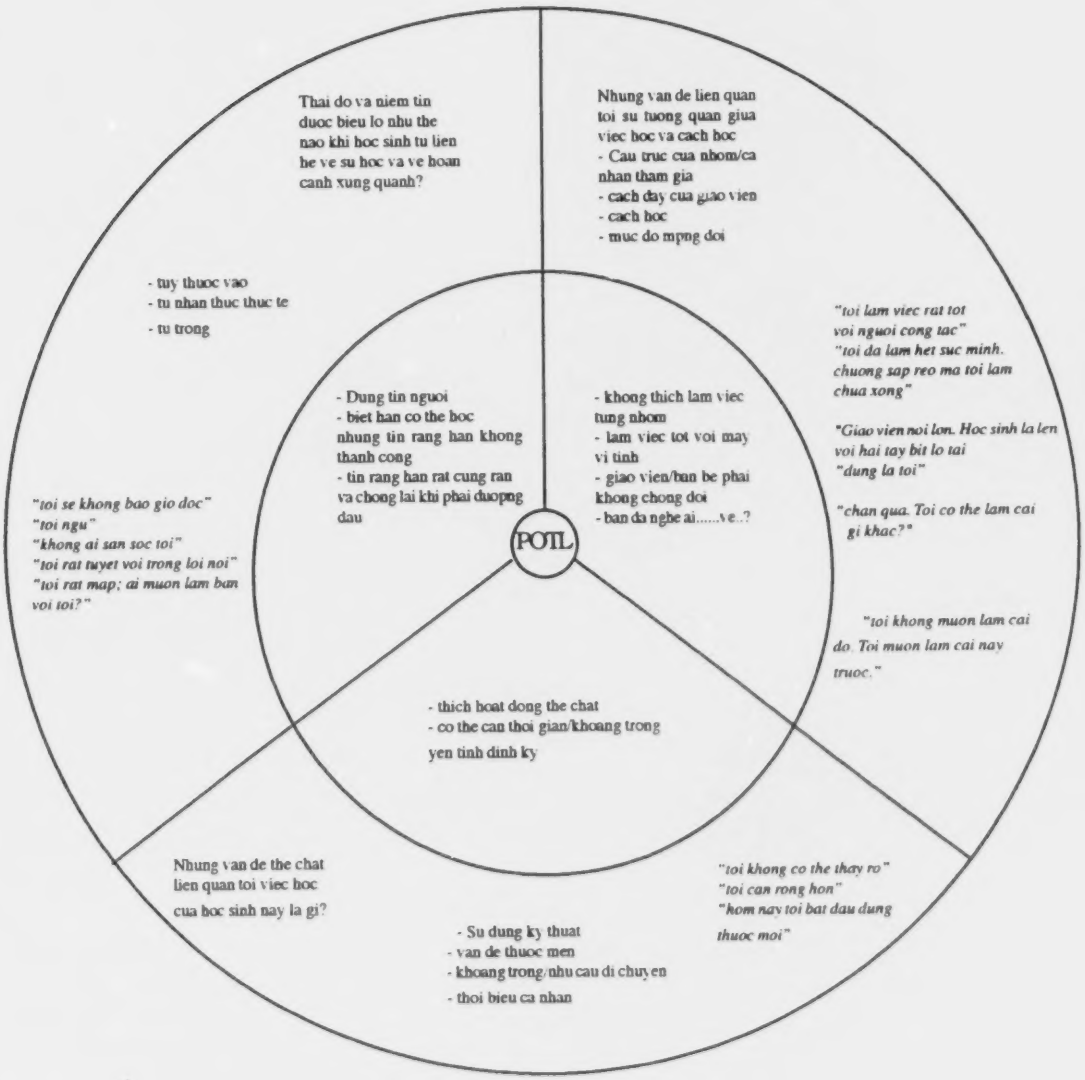
LIKES: **SỞ THÍCH**

DISLIKES: **NHỮNG ĐIỀU KHÔNG THÍCH**

STRENGTHS: **NHỮNG ĐIỂM MẠNH**

EDUCATIONAL NEEDS: **NHU CẦU GIÁO DỤC**

Nhung co hoi de ca nhan hoc hoi


Thai do va niem tin
duoc bieu lo nhu the
nao khi hoc sinh tu lien
he ve su hoc va ve hoan
canh xung quanh?
Nhung van de lien quan
toi su tuong quan giua
viec hoc va cach hoc
- Cau truc cua nhom/ca
nhan tham gia
- cach day cua giao vien
- cach hoc
- muc do mpng doi
- tuy thuoc vao
- tu nhan thuc thuc te
- tu trong
- Dung tin nguoi
- biet han co the hoc
nhung tin rang han khong
thanh cong
- tin rang han rat cung ran
va chong lai khi phai duopng
dau
- khong thich lam viec
tung nhom
- lam viec tot voi may
vi tinh
- giao vien/ban be phai
khong chong doi
- ban da nghe ai.....ve..?
POTL
"toi lam viec rat tot
voi nguoi cong tac"
"toi da lam het suc minh.
chuong sap reo ma toi lam
chua xong"
"Giao vien noi lon. Hoc sinh la len
voi hai tay bit lo tai
"dung la toi"
"chan qua. Toi co the lam cai
gi khac?"
"toi khong muon lam cai
do. Toi muon lam cai nay
truoc."
"toi se khong bao gio doc"
"toi ngu"
"khong ai san soc toi"
"toi rat tuyet voi trong loi noi"
"toi rat map; ai muon lam ban
voi toi?"
- thich hoat dong the chat
- co the can thoi gian/khoang trong
yen tinh dinh ky
Nhung van de the chat
lien quan toi viec hoc
cua hoc sinh nay la gi?
- Su dung ky thuat
- van de thuoc men
- khoang trong/nhu cau di chuyen
- thoi bieu ca nhan
"toi khong co the thay ro"
"toi can rong hon"
"hom nay toi bat dau dung
thuoc moi"

Vietnamese

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PODACI O UČENIKU

UČENIK:

KRATKA BIOGRAFIJA:

O ČEMU MAŠTAŠ / SANJAŠ:

NOĆNA MORA:

LIČNE KARAKTERISTIKE:

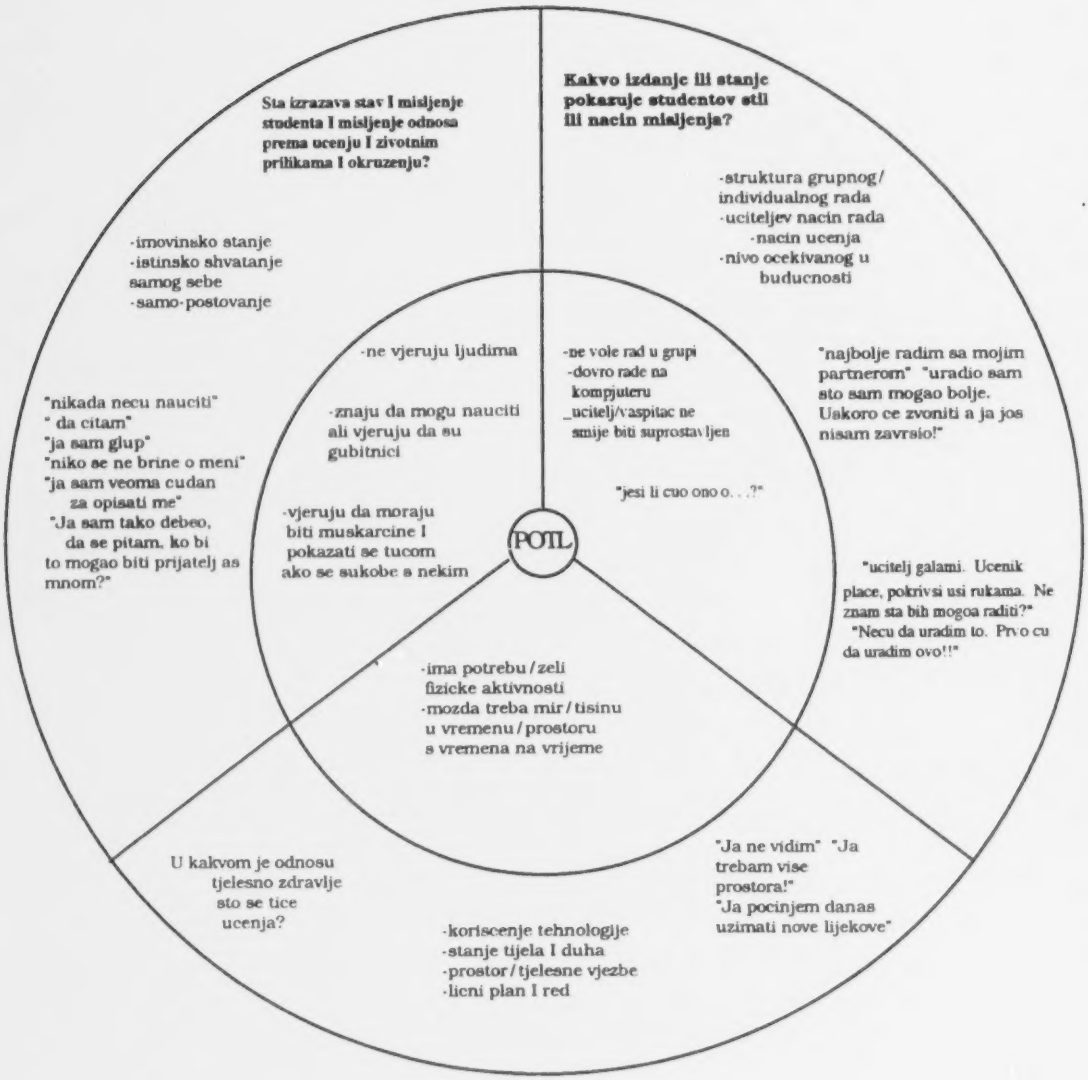
NAKLONOST PREMA:

NENAKLONOST PREMA:

SPOSOBNOST ZA:

OBRAZOVNE POTREBE:

INDIVIDUALNE MOGUCNOSTI ZA UCENJE


Sta izrazava stav I misljenje studenta I misljenje odnosa prema ucenju I zivotnim prilikama I okruzenju?
-imovinsko stanje
-istinsko shvatanje samog sebe
-samo-postovanje
"nikada necu nauciti"
" da citam"
"ja sam glup"
"niko se ne brine o meni"
"ja sam veoma cudan za opisati me"
"Ja sam tako debeo, da se pitam, ko bi to mogao biti prijatelj as mnom?"
Kakvo izdanje ili stanje pokazuje studentov stil ili nacin misljenja?
-struktura grupnog/ individualnog rada
-uciteljev nacin rada
-nacin ucenja
-nivo ocekivanog u buducnosti
-ne vjeruju ljudima
-znaju da mogu nauciti ali vjeruju da su gubitnici
-vjeruju da moraju biti muskarcine I pokazati se tucom ako se sukobe s nekim
-ne vole rad u grupi
-dovro rade na kompjuteru
_ucitelj/vaspitac ne smije biti suprostavljen
"jesi li cuo ono o. . .?"
"najbolje radim sa mojim partnerom" "uradio sam sto sam mogao bolje. Uskoro ce zvoniti a ja jos nisam zavrsio!"
POTL
"ucitelj galami. Ucenik place, pokrivsi usi rukama. Ne znam sta bih mogoa raditi?" "Necu da uradim to. Prvo cu da uradim ovo!!"
-ima potrebu / zeli fizicke aktivnosti
-mozda treba mir / tisinu u vremenu / prostoru s vremena na vrijeme
U kakvom je odnosu tjelesno zdravlje sto se tice ucenja?
-koriscenje tehnologije
-stanje tijela I duha
-prostor / tjelesne vjezbe
-licni plan I red
"Ja ne vidim" "Ja trebam vise prostora!"
"Ja pocinjem danas uzimati nove lijekove"

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Serbo-Croatian

LANGUAGE AND CULTURE
BULLETIN

Information and Tips from the Office of Multilingual and Multicultural Programs

Portland Public Schools
83 Sherman Street, Portland, Maine 04101

Tel. (207) 874-8135
FAX (207) 756-8421 Vol. 2,No. 1

CONVERSATIONAL AND ACADEMIC LANGUAGE USE IN THE CLASSROOM: WHAT TEACHERS NEED TO KNOW

Students for whom English is a second language (ESL) experience a language acquisition process which is misunderstood by many educators. Although ESL students give the appearance, through their oral proficiency, that they are competent users of English, this is only a partial indicator of English use. A more relevant indicator of English competence is the ability to use the language academically.

This *Bulletin* examines these two broad levels of language competence: basic interpersonal communication skills (BICS) as exemplified in conversational language; and cognitive academic language proficiency (CALP) as demonstrated in content-based instruction.

Conversational language: Basic Inter-Personal Communication (BICS)

Normal face-to-face interactions require mastery of the "surface" features of the language, i.e., pronunciation, grammar, and enough vocabulary to carry on conversations. They also include the ability to gain meaning from gestures, intonation, and the situation. Manipulating English comfortably in this manner *usually takes 1-2 years to acquire.* Although a necessary aspect of the total language acquisition process, conversational language represents only one part of communicative competence.

Academic language: Cognitive Academic Language Proficiency (CALP)

The ability to use language in a variety of content-based contexts, utilizing the vocabulary, concepts, and information of the academic subjects (e.g., literature, science, math, etc.) in more complex oral and written modes *requires approximately 4-10 years for students to acquire* in a manner equal to the grade-level abilities of native-speaker classmates.

Whereas conversational language prima-

rily exists outside the classroom, academic language is classroom-based and often has little or no visual or other support. The ability to read and use texts and to write a variety of products (essays, journals, lab reports, etc.), therefore, demands language using specialized vocabulary and expressions which take a great deal more time to practice and acquire.

Two Misconceptions about Learning English

1. *Students have acquired enough English to succeed in school once they can speak it.* Even though students have acquired the ability to converse, it takes much more time to be able to use English in a variety of academic ways. Students may have perfect English pronunciation and *appear* as if they are native-like in their competence; however, they may still need a great deal of reading and writing practice using a variety of language activities.

2. *Younger students have more potential to acquire competence in all aspects of English use.* This is not necessarily true. Students who start learning English in grades K-3 may not have adequately achieved competence in their first language; as a result, they may have difficulty transferring concepts into English. On the other hand, adolescent students learning English for the first time are also at risk because they may not have enough time in school to practice and to acquire academic language equal to their grade level. The optimum time for students to succeed in academic use of English is when they start learning English between the ages of approximately 8-12. At this age students have usually acquired enough proficiency in their first language to attain conceptual knowledge in English, and they have enough time in school to catch up with their native speaker peers.

Recommendations for the Mainstream Teacher

1. *Be sensitive to the cognitive demands of the learning activities you assign your students.* Students for whom English is not the first language, *no matter how long they have been studying in U.S. schools,* may continue to struggle conceptually with the material presented, especially if the information is accompanied with few or no visual cues. Language-sensitive teaching for students may frequently require modifications to make CALP (i.e., complex oral expression, reading, and writing) more comprehensible.

2. *Check frequently for comprehension.* Asking oral and/or written questions, requesting summaries, requiring student journals, etc. are some of the ways in which teachers can effectively monitor the comprehension of their students.

3. *Allow students, if necessary, opportunities to confer in or to use their first language to clarify concepts and to comprehend new vocabulary.* Opportunities to use the first language in order to understand new concepts in English can save students valuable time and frustration in learning, especially when working with abstract concepts.

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THE COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (*CALLA*)

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school.

CALLA can be used in ESL, bilingual, and grade-level classrooms, and in foreign language programs. CALLA's principal objectives are to assist students in:

- Valuing their own prior knowledge and cultural experiences, and relating this knowledge to school learning;
- Learning the content knowledge and the language skills that are most important for their future academic success;
- Developing language awareness and critical literacy;
- Selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes;
- Developing abilities to work successfully with others in a social context;
- Learning through hands-on/inquiry-based/cooperative learning tasks;
- Increasing motivation for school learning and confidence in their ability to be successful in school; and
- Evaluating their own learning and planning how to become more effective and independent learners.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries. For more information: auchamot@erols.com.

THE COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH

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CALLA Instructional Materials

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Specially Designed Academic Instruction in English (SDAIE)

SDAIE STRATEGIES THATWORK

The Plan	The Method
1. Exploiting Student Knowledge	♦ Brainstorming student knowledge and wants for learning (KWL) ♦ Group discussions ♦ Home-based projects about the student esp. in native language ♦ Assessment of previous knowledge, skills ♦ Identification & affirmation of culture norms ♦ Folk tales ♦ Personalization of the lesson ♦ Field trips ♦ Provide choices for students ♦ Schoolwide culture fair ♦ Journals ♦ Interviews ♦ Use of the Internet ♦ Realia
2. Maximizing Curriculum Usage and Classroom Resources	♦ Listing or isolation of key vocabulary ♦ Visuals (charts, maps, realia) ♦ Demonstrations ♦ Role play – student interaction ♦ Modification of tests (bold-label-draw-highlight) ♦ High interest material appropriate to fluency level ♦ Summarization of the chapter; framing of questions ♦ Reading aloud (paraphrase; read captions) ♦ Group reading; pairing ♦ Support with glossary, index ♦ Outlining chapters ♦ Scanning for visuals & headings ♦ Chapter headings cast as questions ♦ Highlighting with removable tape

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3. Facilitating Understanding of Subject Matter	♦ Tactile, hands-on (manipulatives, visuals, games, models) practices ♦ Field trips with follow-up ♦ Frequent recap/summaries/paraphrase ♦ Advanced organizers, pictures, outlines ♦ Contextual vocabulary development ♦ Use of the native language where possible ♦ Multi-media ♦ Peer interaction ♦ Experiments ♦ Language modification ♦ Frequent check-in on student learning ♦ Multi sensory strategies ♦ Modeling ♦ Repetition ♦ "Total Physical Response" ♦ Collaboration among students ♦ Scaffolding ♦ Peer teaching
4. Enhancing Organizational Aptitude	♦ Scaffolding ♦ Graphic organizers (visuals-outlines) ♦ Peer support with an English-fluent buddy ♦ Portfolio development ♦ Scheduling structures, time management ♦ Countdowns (as in counting the days to Noël!) ♦ Assignment booklets ♦ Teacher modeling: cause & effect ♦ Oral/written directions ♦ Notetaking ♦ Checklists ♦ Student feedback (oral) ♦ Study skill templates; prioritizing; calendars ♦ Color-coded content folders ♦ Periodic debriefing ♦ Requests from students about useful strategies that work well ♦ Home/school folder ♦ Taking turns for classroom jobs

5. Authentic Assessments	♦ Student generated assessments ♦ Limited short answer assessments ♦ Manipulatives ♦ Portfolios ♦ Pictures: multimedia technologies ♦ Story writing, drawing, acting ♦ Oral assessments; interviews ♦ Audio and video ♦ Collaborative student projects ♦ Music, games, plays ♦ Role playing ♦ Dialogue journals ♦ Checklists ♦ Rubrics ♦ Conferencing ♦ Peer teaching ♦ Student Publications
6. Transforming Classrooms Into Lively, Positive Learning Environments	♦ Engaging students with music, games, plays, songs, dances, laughter ♦ Scaffold, reinforce student successes and goals ♦ Validation of student culture with student centered presentations; culture days ♦ Prizes, stickers, other rewards ♦ Replaying student work ♦ Using the community as the classroom ♦ Emphasizing content, not form ♦ Waiting time ♦ Native language usage whenever possible ♦ Informal conferencing ♦ Peer tutors and buddies ♦ Bright, colorful classroom ♦ Variations for teacher/learner styles ♦ Varied work stations ♦ Safe environments ♦ Soft ambient music

Curriculum & Instruction

Linguistically and culturally diverse learners are increasingly required to meet new standards of academic excellence. That is why NCBE provides information resources to educators to help students reach these goals. NCBE hosts 2 webpages that address this challenge.

http://www.ncbe.gwu.edu/library/curric.html

NCBE's Online Library holds 63 full-text documents on the topic of curriculum & instruction. These can be copied, downloaded, and printed out at *absolutely no charge* (FREE!). A sample demonstrating the breadth of the 63 titles available includes:

- *Language and Content-Area Instruction for Secondary LEP Students with Limited Formal Schooling: Language Arts and Social Studies.* Valdez Pierce, 1987.
- *A Mathematical Problem: How Do We Teach Mathematics to LEP Elementary Students?* Mather & Chiodo, 1994.
- *Bilingual Reading Instruction.* ERIC/CUE, 1998.
- *Instructional Conversations in Special Education Settings: Issues and Accommodations.* Echevarria & McDonough, 1993.

http://www.ncbe.gwu.edu/classroom/

Another NCBE resource for curriculum & instruction is the ***In the Classroom*** webpage. This site consists of four sections:

- **Lesson Plans** on the Internet—links to sites containing lesson plans and classroom activity resources for a variety of subjects.
- **Schools** on the Web—Descriptions and links for school web sites that share information, ideas, and resources.
- **Voices** from the Field—Contributions from classroom teachers and administrators covering practical classroom applications and perspectives.
- **Fun with Languages**—Do you know how to say "Happy Birthday" in Cambodian? or spell your name in Hieroglyphs?

NCBE invites you to explore these resources and looks forward to your comments.
To access these and other NCBE sites, go to NCBE's homepage [http://www.ncbe.gwu.edu/] where you will see a pyramid of gold buttons. For the first site above, click on "Online Library,", and under "Subject Areas," click on "Curriculum & Instruction." For the second site above, click on "In the Classroom." To submit comments or questions, write to: askNCBE@ncbe.gwu.edu
Select NCBE online documents are available in print; please contact NCBE at telephone number 202/467-0867 to verify availability, prices and ordering information.

National Clearinghouse for Bilingual Education
Center for Language & Education

The George Washington University
WASHINGTON DC

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Snapshot Assessment System For Migrant, Language Minority, and Mobile Students

(Pages 57-61 in the Toolkit)

Click: www.mcrel.org/products/assessment/index.asp

Click: www.mcrel.org/products/diversity/snapshot.asp

For hard copies of the Snapshot Assessment System for Maine, contact Pamela Gatcomb at (207) 287-5306 or e-mail at pam.gatcomb@state.me.us

SNAPSHOT ASSESSMENT SYSTEM™

for

Migrant, Language Minority, and Mobile Students

©McREL 1997, Rangel, R. and Bansberg, B.

Purpose

There has been a genuine lack of measurement tools that classroom teachers can use effectively and quickly to assess the academic progress of migrant, language minority, and mobile students in language arts (reading and writing), math, and science in relation to local, state, or national standards. Most school districts send these children to an ESL or language specialist who administers large-scale and time-consuming test batteries. There is need for an initial assessment to help classroom teachers focus on their pupils' strengths and weaknesses. The purpose of the Snapshot Assessment System is to offer educators an *instructional placement system* that is designed to identify quickly migrant, language minority, and mobile students specific, academic needs across curriculum areas.

Description

A primary-level assessment has been developed for Grades 1-3 and the Intermediate-level assessment, Grades 4-6 is available through the Association for Supervision and Curriculum Development (ASCD). Call 1-800-933-ASCD for information. Presently, the next level (Grades 7-8) is under development.

The purpose of this system is to identify the knowledge and skill levels of highly mobile and/or Limited English Proficient (LEP) students in core curriculum areas. The means to identify these levels is a series of easily and quickly used assessment tools. The assessment outcome should prompt activities that stimulate student progress from assessed levels.

The object of this system is to *place* students instructionally, not to measure performance or to make transitional decisions. The system asks the students to perform a series of *alingual* (with minimal language dependency) tasks keyed to standards. The tasks have been developed to be as free from cultural bias as possible. The degree to which students successfully complete these tasks provides teachers with an approximation of what students know in math, science, and language arts. Tasks utilize sheltered English strategies so that the monolingual English-speaking teacher can administer the assessments with non-English-speaking students. However, when non-English is required for instruction and content, Spanish, as the dominant non-English language of migrants and students in the United States, is incorporated into the system. The Primary-level (Grades 1-3) and Intermediate-level (Grades 4-6) assessments were field tested in collaboration with the Migrant Education Consortium states of Colorado, Missouri, North Dakota, Utah, and Maine.

The Snapshot Assessment System materials are produced in reusable kit form (including a binder and the necessary manipulatives for classroom use).

2550 S. Parker Road • Aurora • Colorado • 80014
Voice: 303/337-0990 • Facsimile: 303/337-3005 • E-Mail: info@mcrel.org

A Mapping of Maine's Learning Results

Migrant Education Title IC 1308 funds are available for states to enter into consortium arrangements with other states which must result in more effective and efficient delivery of services. Maine with four other states has formed a consortium to facilitate migrant student achievement. The Migrant Education Unit of the Colorado Department of Education is the lead state. The Mid-continent Regional Educational Laboratory called McRel through a subcontract arrangement will develop the assessments.

The purpose of the "Snapshot Assessment" is to identify the knowledge and skill levels of highly mobile/or Limited English Proficient (LEP) students in core curriculum areas. The means to identify these levels is a series of easily and quickly used assessment tools. The assessment outcome should prompt activities that stimulate student progress from assessed levels.

In order to develop a pool of content items in each grade level, McRel:

- Reviewed and compiled national standards in reading, math, and science
- Compared national standards to state and local standards for the consortium states (Colorado, Maine, Missouri, North Dakota, and Utah)
- Reviewed the literature relating to sheltered English and ESL assessment, migrant student issues, and cultural and linguistic issues in assessment

Once the review and comparison are completed, then the "Snapshot Assessment" will be field tested in the five member states. The mapping or comparison of Maine's Learning Results for grades 4, 5, and 6 in language arts, math, and science are contained in this document.

TASK 2

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Understanding and following directions.

Content Standard(s):

7. Demonstrates competence in the general skills and strategies for reading information.

Benchmark(s):

(6-8) 7c. Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts.

Task Description:

The teacher uses the student worksheet on the following page. The student is asked to read the directions and respond to them by drawing the appropriate responses.

Materials:

The student uses the worksheet and drawing tools (e.g. pencil, pen, etc.). The student worksheet may be photocopied.

Scoring:

(Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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STUDENT WORKSHEET

Please read the directions below and respond.

1. Draw a door on the house.

2. Draw a window to the left side of the door.

3. Draw a tree to the right of the house.

4. Draw a bird in the tree.

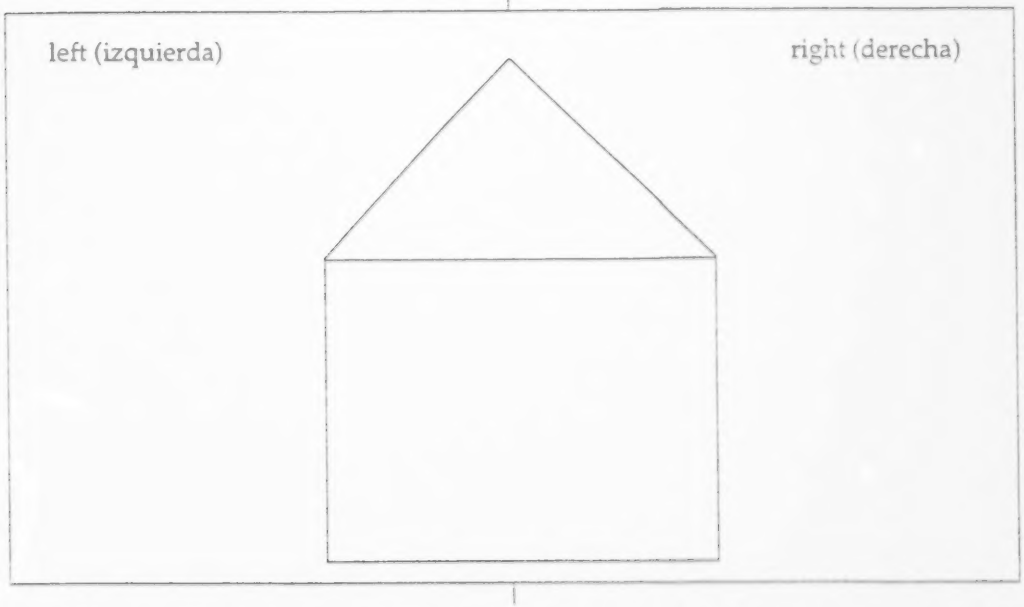
Por favor lee las instrucciónes siguientes y responde. Pohr fah-vohr **leh**-eh lahs een-strook-se-**ohn** ehs se-gee-**ehn-tehs** ee reh-**spohn**-deh.

1. **Dibuja una puerta en la casa.**
   De-**boo**-hah una poo-**ehr**-tah ehn lah **kah**-sah.

2. **Dibuja una ventana en el lado izquierdo de la puerta.**
   De-**boo**-hah una vehn-**tah**-nah ehn ehl lah-doh ees-kee-**ehr**-doh deh lah **poo**-**ehr**-tah.

3. **Dibuja un árbol a la derecha de la casa.**
   De-**boo**-hah un ahr-bohl ah lah deh-**reh**-chah deh lah **kah**-sah.

4. **Dibuja un pájaro en el árbol.**
   De-**boo**-hah un pah-ha-roh ehn ehl **ahr**-bohl.



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SCIENCE	TASK TARGET	CONTENT STANDARDS	MAINE SCIENCE STANDARDS/ BENCHMARKS
Task 6	Life cycles of organisms	4. Knows about the diversity and unity that characterize life.	**A. Classifying Life Forms** **Students will understand that there are similarities within the diversity of all living things.** A. E3-4, 4. Compare and contrast the life cycles, behavior, and the structure of different organisms.
Task 7	Functions and components of cells	6. Knows the general structure and functions of cells in organisms.	**C. Cells** **Students will understand that cells are the basic units of life.** C. E3-4. 1. Demonstrate an understanding that a cell is a basic unit of living organisms. C.Mid.,2. Prepare and examine microscope slides of single-celled and multi-celled organisms.

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NCBE Online Library:

Assessment & Accountability

Looking for assessment tools? ... Try the Test Locator at ERIC/AE !

This subject area addresses policies, practices, and research relating to student assessment as well as program evaluations. Topics covered include alternative assessment methods, such as portfolios and authentic assessment; the development and implementation of native language assessment, equity issues, and standards.

ASSESSING STUDENTS | EVALUATING PROGRAMS | TEACHER EDUCATION | WEB LINKS

NEW! **Attitudes and Behaviors Toward Testing-the-Limits when Assessing LEP Students: Results of a NABE-Sponsored National Survey**. V. Gonzalez, J.A. Castellano, P. Bauerle, R. Durna, 1996. PDF Only

NEW! **Comparative Validity of Three English Oral Language Proficiency Tests** F.A. Schrank, T.V. Fletcher, C. Guajardo Alvarado, 1996.

NEW! **High-Stakes Testing: Barriers for Prospective Bilingual Education Teachers**. B. Bustos Flores, E. Riojas Clark, 1997. PDF Version *(via ASU)*

NEW! **IASA Title VII Guidance: Writing the Biennial Evaluation Report: UPDATED DRAFT.** Center for the Education and Study of Diverse Populations, 1999. PDF Only

NEW! **Increasing the Participation of Special Needs Students in NAEP: A Report on 1996 NAEP Research Activities**. NCES. J. Mazzeo, J.E. Carlson, K.E. Voelkl, A.D. Lutkus, 2000. PDF Only *(via NCES)*

NEW! **Naturalistic Language Assessment of LEP Students in Classroom Interactions** L. Gomez, R. Parker, R. Lara-Alecio, S. Hector Ochoa, R. Gomez, Jr., 1996. PDF Only

NEW! **The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development** *ERIC Digest.* D. Short, J. Echevarria, 1999. *(via CREDE)*

NEW! **Theoretical and Practical Implications of Assessing Cognitive and Language Development in Bilingual Children with Qualitative Methods** V. Gonzalez, P Bauerle, M. Felix-Holt, 1996. PDF Only

NEW! **Tracking "Untracking": Evaluating the Effectiveness of an Educational Innovation** H. Mehan, L. Hubbard, 1999. PDF Only *(via CREDE)*

ASSESSING STUDENTS

RESEARCH PRACTICE

RESEARCH

Accommodations for Students with Limited English Proficiency: Analysis of Guidelines from States with Graduation Exams, M. Thurlow, NCEO et al., 1996. *(via NCEO)*

Assessment Reform, Equity, and English Language Learners: An Annotated Bibliography. M.A. Lachat, M.Spruce, 1998. *(via LAB)*

An Examination of Assessment of Limited English Proficient Students. A. Zehler et al., 1994.

Focus on NAEP: Increasing the Inclusion of Students with Disabilities and Limited English Proficient Students in NAEP. J. Olson and A. Goldstein, 1996. *(via NCES)*

High Stakes Assessment: A Research Agenda for English Language Learners Symposium Summary, October 1997

Influence of Evaluators' Prior Academic Knowledge and Beliefs on the Diagnosis of Cognitive and Language Development in Bilingual Hispanic Kindergarteners. V. Gonzalez, M. Felix-Holt, 1995.

Issues in Policy, Assessment, and Equity Eva L. Baker. 1992.

Inclusion of Limited-English-Proficient Students in Rhode Island's Grade 4 Mathematics Performance Assessment. CRESST, 1998. PDF Only

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Science Education as a Sense-Making Practice: Implications for Assessment Beth Warren and Ann S. Rosebery. 1992.

Success of Hispanic College Students on a Writing Examination. M. Plata, 1995.

Teaching and Testing Achievement: The Role of Language Development. M. Saville-Troike, 1991.

Test Score Pollution: Implications for LEP Students Thomas Haladyna. 1992.

PRACTICE

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More on the web:

CEEE Test Database This resource from the Center for Equity and Excellence in Education provides a collection of abstracts and descriptions of almost 200 tests commonly used with Limited English Proficient (LEP) students.

Center for Research on Evaluation, Standards, and Student Testing (CRESST) Funded by the U.S. Department of Education, the CRESST conducts research on important topics related to K-12 educational testing.

ERIC Clearinghouse on Assessment and Evaluation provides extensive information concerning educational assessment and resources to encourage responsible test use. Be sure to check out the ETS/ERIC Test Locator , the ERIC/AE On-line Library, and the assessment and evaluation

bookstore

Evaluation and Assessment in Early Childhood Special Education: Children Who Are Culturally and Linguistically Diverse This 1997 IDEA publication from the Washington State Office of Superintendent of Public Instruction provides an overview of key issues relating to the evaluation of language minority students in special education.

Educational Testing Service (ETS®) information for students and institutions about TOEFL, GRE, GMAT, and SAT tests and services.

Kitao's Language Testing Page Quick reference for anyone studying or doing research in the area of language testing. It is also useful for EFL/ESL teachers who prepare students for English language tests.

NFLRC Foreign Language Testing Database database of secondary and college level tests in languages other than English. The database currently contains over 200 tests in 60 languages.

Online Library: Subject Areas *Last modified: 3/00*

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FORE SCORES OF ESL WEBLINKS PUBLISHED BY ESL MAGAZINE, click:
www.eslmag.com/ESLResources.html

Listservs Serve ESL/EFL Professionals

BY CHRISTINE MELONI

Talking shop. Most professionals do it and benefit from it. ESL/EFL professionals are no different. They find it informative and stimulating to talk with colleagues in their field.

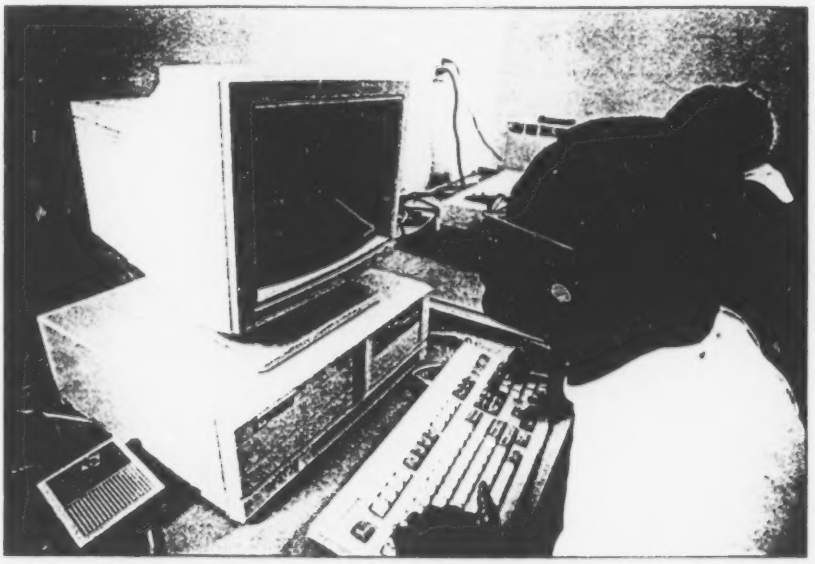
Listservs are simply electronic discussion groups which allow ESL/EFL professionals all over the world to share ideas. When you subscribe to a listserv, you receive, through your e-mail account, all of the messages posted by subscribers to that group. You will be able to post your own messages as well and participate in any ongoing discussions.

If you are unfamiliar with listservs, a good place to start is Kristina Pfaff-Harris's Linguistic Funland web site (http://www.tsol.net/mailing.list.help.html). Kristina provides information on what a listserv is, how you can subscribe and unsubscribe, and what the rules of list etiquette are. She also offers the opportunity to sign up for several lists directly from her page.

There are thousands of electronic lists on every imaginable subject. To find out what is available, try one of the following web sites:

- **Liszt**—http://www.liszt.com
- **Tile.net lists**—http://tile.net/lists/

Two of the most popular discussion lists for ESL/EFL teachers are TESL-L and Neteach-L.



Listservs allow ESL/EFL professionals to dialogue globally with ease.

TESL-L

TESL-L is an electronic forum for teachers of English as a Second Language. Subscribers may post messages on any topic related to the teaching of ESL.

TESL-L also has branches that focus on specific areas of interest to subscribers. The branches represent the following interests: Computer Assisted Language Learning, Fluency First and Whole Language, Intensive English Programs, Administration, Jobs and Employ-ment Issues, Literacy and Adult Education, and Materials Writers.

In addition to the electronic discussion, TESL-L members can get involved in TESL-EJ, an online journal, and CELIA, a project to create an online archive of materials related to Computer Aided Language Learning (CALL).

TESL-L is maintained by Anthea Tillyer at Hunter College. To subscribe to TESL-L or to one of its branches, send an e-mail to:

Listserv@cunyvm.binet or
Listserv@cunyvm.cuny.edu

The text of the message should be: SUB TESL-L your first name your last name. Example: SUB TESL-L John Doe. You cannot subscribe to a TESL-L branch until you have subscribed to TESL-L.

Neteach-L

Neteach-L is an online forum where ESL/EFL teachers can discuss ideas related to using the Internet as an educational tool. The list is maintained by Karla Frizler at San Francisco State University and Ron Corio at Virginia Commonwealth University.

In addition to the ongoing electronic discussion, Neteach-L offers a web site of links to members' home pages, a list of "Sites Neteachers Thought Were Cool!" and the Neteach-L Archives.

To subscribe to Neteach-L, send an electronic message to: listserv@thecity.sfsu.edu. The text of the message should be: subscribe Neteach-L your first name your last name. Example: subscribe Neteach-L John Doe.

One needs to be aware that the volume of mail generated by listservs may at times become overwhelming. The volume on the TESL-L branches and on Neteach-L is usually considerably more manageable than that of TESL-L.

WORLD WIDE WEB LINKS

Bilingual, ESL and LEP

National Organizations

National Association for Bilingual Education (NABE) - Conference Information, NABE Technology Consortium, Instructional Technology SIG, Web Sites for Teachers, Distance Education and more
http://www.redmundial.com/nabe.htm

Ed Laboratory at Brown University - serving the needs of language and culturally diverse students and emphasizing the need for equity in all phases of the school reform movement, standards, frameworks, assessment, and integrated services
http://www.lab.brown.edu/

Center for Applied Linguistics (CAL) - an organization, that has been applying research and information about language and culture to educational, cultural, and social concerns for 37 years
http://www.cal.org/

Clearinghouse for Multicultural/Bilingual Education at Weber State Univeristy - provides pre-K to higher ed resources for multicultural and bilingual/ESL information, materials, & resources
http://www.weber.edu/mbe/htmls/mbe.html

National Clearinghouse for Bilingual Education (NCBE) - provides information relating to the effective education of linguistically and culturally diverse learners and sponsors an electronic Newsline
http://www.ncbe.gwu.edu/

Office of Bilingual Education & Minority Languages Affairs (OBEMLA) helps school districts meet their responsibility to provide equal education opportunity to limited English proficient children
http://www.ed.gov/offices/OBEMLA/

Southwest Educational Development Laboratory (SEDL) - emphasizes K-12 science, math, and language instruction; language and cultural diversity in schools; system-wide school improvement; and more.
http://www.sedl.org/

The University of California Linguistic Minority Research Institute (UC LMRI) - research unit which supports, stimulates and coordinates research, dissemination and professional development activities that promote the understanding and improvement of language minority students in the schools.
http://LMRINet.gse.ucsb.edu/

Policy and Practice

Limited English Proficiency Students and Title I: A Guidebook for Educators - provides analysis and guidance on issues that arise in serving Limited English Proficient (LEP) students through Title I of the Improving America's Schools Act
http://www.ncbe.gwu.edu/ncbepubs/lepguide/index.html

The Debate Over English Only - The National Education Association explains its opposition to "English Only" policies.
http://www.nea.org/info/engonly.html

"Supreme Court to Rule on Arizona's English-Only Law," provides commentary by Roger Hernandez regarding the impact of the pending U.S. Supreme Court case on the constitutionality of Arizona's version of Official English.

http://www.latinolink.com/opinion/1208orog.htm

L.A. Mulls Rewards for Shifting Students Out of Bilingual Ed. EdWeek, May 29, 1996 - The nation's second-largest school district may hold out a financial carrot for schools that successfully-and promptly-move children out of bilingual-education programs
http://www.edweek.org/ew/vol-15/36biling.h15

U.S. Dept. of Ed. Report: Model Strategies in Bilingual Education: Professional Development - A compilation of 12 ongoing projects in bilingual education, chosen for the breadth of instructional strategies their work represents.
gopher://gopher.ed.gov:70/11/publications/full_text/ModStrat

Exemplary Schooling for Language Minority Students - a report examining eight schools that qualify as "success stories" from NCBE
http://www.ncbe.gwu.edu/ncbepubs/resource/schref.html

Portraits of Passage, EdWeek, Nov. 27, 1996 - The Newcomers High School: Academy for New Americans in Queens NY - A public high school exclusively for recently arrived that teaches students key academic subjects & English skills, and smooths the transition into American schools and society.
http://www.edweek.org/ew/vol-16/13new1.h16

Curricula and Teacher Resources

The California Language Arts Home includes a section called "The Bilingual Bridge" (**http://www.sdcoe.k12.ca.us/score/bilingual.html**), which provides information in Spanish
http://www.sdcoe.k12.ca.us/score/frontpage.html

The Saturn Hmong Home Page contains Hmong/English and English/Hmong "talking dictionaries." Each dictionary contains 1600 words. Users can hear Hmong and English pronunciations. The site also has more than 60 Hmong/English lesson plans and another 60 English lesson plans for 10-12 year old recent-arrivals to the U.S. but could be used with younger American-born Hmong students.
http://ww2.saturn.stpaul.k12.mn.us/hmong/sathmong.html

Paso Partners - produced Spanish- and English-language lessons in science and math for K-3 students: Integrating Mathematics, Science and Language: An Instructional Program. This two-volume curriculum and resources guide was designed to increase achievement of Hispanic primary-grade children whose first language is not English.
http://www.sedl.org/scimath/pasopartners/pphome.html

Crossroads Cafe - an instructional TV series that, combined with print materials, offers a complete program for teaching English to speakers of other languages or English speakers with low literacy skills
http://www.pbs.org/als/programs/te/courses/crossroads.html

Professional Development

American Indian Language Development Institute (AILDI), University of Arizona, Department of Language, Reading and Culture and the American Indian Studies Program will host the 18th annual AILDI from June 2-27, 1997. Offering 6 graduate or undergraduate credit hours for linguists, tribal elders, bilingual/ESL specialists, teachers, aides and school administrators and focusing on American Indian languages and cultures. All courses lead toward bilingual and ESL endorsements.
http://AISP.harvill.arizona.edu/

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SOME ESL SITES

Location; Description	Worldwide Web Click Www. ⇩	News; General Information	Curriculum
Center for Applied Linguistics	cal.org/		
Dave's ESL Café on the web	eslcafe.com/	X	X
Dave Sperling's ESL Café; helpcenter	eslcafe.com/	X	X
Educators' Web Sites	col.k12.me.us/ Teachers/sites.html	X	X
Equity Assistance Centers	idra.org/dac-scc/otherdoc.htm	X	X
ESL Magazine	eslmag.com	X	X
Federal Resources for Educational Excellence	ed.gov/free/		
Hip news	inkling.com/	X	
Jumbo! (Children's games, stories, hobbies, chatclub worldwide, picture postcards)	Jumbo.com/pages/ kids/	X	
Les Enfants du Net (French for children on the net)	altern.org/edn/f_ress.htm	X	
National Assn. For Bilingual Educ.	nabe.org	X	X

TO BOOKMARK!

Research	Assessment	Policy; Statute	Materials	Methods	Grants
X					
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Location; Description	Worldwide Web Click www. ↓	News; General Information	Curriculum
National Clearinghouse for Bilingual Education	ncbe.gwv.edu/	X	X
No More Hate	getwild.com/	X	
Online book center	amazon.com		
Planet English	tesol.com/tesol/	X	
Rural education catalog	ncrel.org/catalog/ rural.htm		
Teachers' World	teachers/index.html	X	
Test of English as a Foreign Language	toefl.org/edindx.htm.		
U.S. Committee for Refugees	refugees.org	X	
U.S. Congress on the Internet	Thomas.loc.gov/		
U.S. Dept. of Education Grant Announcements	ocfo.ed.gov/grantinfo/ forecast/forecast.htm	X	
U.S. Dept. of Education Publications	Call toll-free on line: 1-877-4ED-PUBS or 1-800-USA-LEARN or www.ed.gov/pubs/ edpubs.html	X	X
U.S. Office of Bilingual Education & Minority Languages Affairs	ed.gov/offices/obemla	X	
World Languages Resources (multiple languages)	worldlanguage.com/		
Free Translations from any text	Freetranslations.com	x	

Research	Assessment	Policy; Statute	Materials	Methods	Grants
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PART FOUR

GLOSSARY AND BIBLIOGRAPHY

ESL/Learning Results Toolbox Glossary

Authentic Assessment: An integrative and comprehensive approach for collecting demographic, outcome, and process data on LEP student learning, particularly as it relates to their acquisition of English and academic subject mastery.

Basic Interpersonal Communication Skills (BICS): A component of second language proficiency which usually occurs on an informal level that precedes the more complex skills of cognitive/academic language proficiency occurs. If only an oral assessment of a student's skills is taken, the student may appear proficient according to BICS. BICS are less abstract and more concrete than the more demanding cognitive/academic language proficiency skills. (See Cognitive/ Academic Language Proficiency Skills [CALPS].) BICS can be acquired in fewer than two years; CALP will require upwards of five years.

Bilingual Education: A program of instruction which uses more than one language as the medium of instruction.

Bilingualism: The ability to communicate in two languages. A balanced bilingual is one who can use both languages equally well. Most bilingual persons prefer one language over the other depending on the context of the communication.

Cognitive Academic Language Learning Approach (CALLA): Developed by A.Chamot and M O'Malley (1987), CALLA is an intermediate and advanced transition program that permits LEP post-elementary students to more acquire English fluency and content area mastery by teaching them unique learning strategies.

Cognitive/Academic Language Proficiency Skills (CALPS): A component of second language proficiency which occurs at the complex higher language acquisition level after the simpler Basic Interpersonal Cognitive Skills (BICS). According to V. Collier (1995), it may take at least four and as many as ten years for a LEP student to reach national grade-level norms of native English speakers in all subject areas of language and academic achievement, as measured on standardized tests. The span of time for acquiring CALPS is directly influenced by factors, such as: 1) age at arrival in a second language culture, 2) amount of uninterrupted schooling in the heritage language, 3) length of residence (See Basic Interpersonal Communication Skills [BICS].).

Comprehensible Input: Understandable messages through which young students acquire the second language as they learn other academic subjects. According to S. Krashen (1982), such input assures that the learner understands the communication.

Content-based "sheltered" ESL Instruction: An approach to second language teaching which utilizes content-area subject matter to teach language. With contextualized and understandable concepts attached to content area school subjects, the second language acquisition process is enhanced. Concepts and vocabulary may be set at a lower academic level to target the student's level of English proficiency. This approach helps the second language learner maintain the

cognitive structures that may have already been developed in the native language. The ESL teacher usually pursues this approach.

Content Standards for Maine's *Learning Results*: These are broadly defined descriptions of the knowledge and skills that Maine students should acquire that are listed among a series of performance indicators in the *Learning Results*. They appear in the introduction to each area of learning.

Culturally and Linguistically Diverse Students: An increasingly popular reference to students with special needs and whose native language is not English and/or students whose native culture does not originate in the U.S. The reference is sometimes interchanged with *English language learner* because it is more positive in connotation than *limited English* proficient and is occasionally used for other LEP students who do not have special needs.

Culture-Free Tests: Culture free tests or assessment instruments purport not to discriminate on the basis of a student's non-U.S. culture. Many will agree that culture-free tests do not exist. For example, asking a student who was raised in the rural heartland about skyscrapers may produce an inappropriate response. Testing should measure what is intended to be measured, and not a culture-related perceived shortcoming.

Developmental Bilingual Education: See two-way bilingual education.

IASA Title VII: The seventh major section of the Elementary and Secondary Act, passed by the U.S. Congress in 1968 and amended through 1994 under the Improving America's Schools Act (IASA). This law enables bilingual education to be offered to LEP children when there are enough children of the same language background attending the same school. IASA is a federal funding act, not a civil rights enforcement act.

ESOL: English for Speakers of Other Languages. Special English language instruction for non-English speakers.

English as a Second Language (ESL): LEP students are placed in regular English-only instruction for most of the day. During part of the day, however, these students receive extra instruction in English. This extra help is based on a curriculum designed almost solely to teach English as a second language. The non-English home language may sometimes be used in conjunction with ESL instruction.

ESL Pullout: The least effective approach short of submersion (which is illegal) services to LEP children are provided in isolation from the regular curriculum and the regular content classroom. Instruction is typically one on one or in very small groups offered for almost 40 minutes daily.

Entry and Exit Criteria: Standards developed to define when a LEP student begins or has completed a language support program. Policy and procedures are described with practices that support such policy. Students are enrolled or removed from language support based on an evaluation of whether they will benefit from the program to permit them entry in a mainstream program of education with English-only peers.

Fully English Proficient (FEP): *A* language proficiency category which refers to formerly LEP students who become capable of functioning in an English-only educational environment in the skills areas of comprehension, speaking, reading, and writing. FEP students perform at the Cognitive/Academic Language Proficiency (CALPS) level.

Guiding Principles of the *Learning Results*: Arguably the foundation or building blocks for successful and fulfilled adulthood in the 21st Century, they are the principles by which each Maine student must leave school with having attained the *Learning Results*. They are: 1) a clear and effective communicator; 2) a self-directed and life-long learner; 3) a creative and practical problem-solver; 4) a responsible and involved citizen; 5) a collaborative and quality worker; 6) an integrative and informed thinker.

Heritage Language: The student's native or primary language, See Primary or Home Language other than English.

Home Language Survey: *A* simple form, administered by school systems to determine the language spoken at home by a student. Such surveys are often in English and another language. The survey, by itself, does *not* determine English proficiency.

Individual Learning Plan (ILP): *A* process used to define the special language services needs of LEP students. Each student has such a plan developed for him/her. Such a process is analogous to the Individual Education Plan (IEP) developed for handicapped students.

Itinerant ESOL: Conventionally, one or two periods of English language instruction given on a "pull out" basis by a teacher who travels to more than one school per day.

L1: The native or first language of the student.

L2: The second language of the student, usually English.

Language Minority Students: Students whose primary or home language is other than English.

Language Proficiency: Language fluency skills acquired in one or more languages.

***Learning Results*, Maine:** A document, established by statute, that defines what knowledge, skills and abilities that all Maine students are expected to possess at the end of grades Pre-K-2, 3-4, 5-8, and 9-12. All Maine schools must have evidence that they are supporting all students in achieving the *Learning Results* by the fall of 2002.

Learning Strategies: Individual tasks or activities that help learners to foster independent learning or to engage in independent learning. According to Rebecca Oxford (University of Georgia), there are *direct strategies* for managing language and *indirect strategies* for learning in general.

Learning Styles: Individual learning characteristics that are not culturally influenced.

Limited English Proficient: A descriptor for one who comes from a non-English language background and whose language skills limit that person's ability to function successfully in an all-English classroom. A LEP student is not fluent in all communicative skills areas of English speaking, listening, writing, or reading and cannot compete with peers in an English-only academic setting.

Limited English-Speaking Ability (LESA): Students with a primary language other than English who have difficulty with speaking English.

National Origin: The origin of a person rooted in a country other than the United States. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of a person's national origin in any program or activity which receives federal financial assistance. Such national origin protection includes limited English proficiency.

Native Language: The language normally used by an individual, the family, or both at home. Also referred to as the heritage or first language.

Non-English proficient (NEP): The student has virtually no command of English in the communicative skills areas of speaking, listening, reading, or writing.

Peer Tutoring: Non-LEP students who help LEP students in class. This is generally performed by students who can speak the LEP student's native language but who understand English better. Peer tutors are sometimes referred to as *English language informants*.

Performance Indicators for the *Learning Results:* Checkpoints that describe or define in specific terms the stages of achievement that Maine students should know and be able to do from one level to the next to demonstrate attainment of a content standard of the *Learning Results*.

Primary or Native Language: The first language the student acquired and which he/she normally uses; generally, but not always, the language usually used by the parents of the students. This is frequently referred to as the heritage language.

Proficiency: Proficiency in *conversational English* is that which is well developed by native speakers by the time they reach school and is used informally for interpersonal relations. This level of proficiency may not be sufficient to allow LEP students to excel in school subjects. The kind of English proficiency which *does* relate with school achievement can be referred to as "*academic* English." This is the kind of language skill required for literacy skills, such as decoding meaning from context, study skills, writing mechanics, and vocabulary development. This kind of proficiency is most often measured on norm-or criterion-referenced tests of language, reading, writing, and mathematics. See also Basic Interpersonal Cognitive Skills (BICS) and Cognitive/Academic Language Proficiency (CALP).

Pullout ESL: See ESL pullout.

Qualified ESL Personnel: Educators who have received special training in English language methodology and linguistics with attention to all four communicative language skills--listening,

speaking, reading, and writing. In many states ESL licensures (certification and endorsements) determine such credentials.

Rubrics: Often used in conducting authentic assessments, these are fixed scales used to describe what a LEP student can or cannot do. A continuum of four benchmarks is commonly used as a checklist of data on student performance outcomes.

Sheltered English: See Content-based "Sheltered" English instruction.

Specially Designed Academic Instruction in English (SDAIE): An approach designed for LEP students at the intermediate or advanced level in English acquisition, that may utilize some simplification of the English language for subject area content at a higher academic level than occurs for less fluent students. It is used at the middle to secondary levels. Actual content is the same as that taught to non-LEP students. Instruction is provided by the content area teacher in collaboration with the ESL teacher.

Structured Immersion: Comparable but dissimilar to English "sink or swim" submersion, structured immersion instruction is also instruction conducted in English but with significant differences. The immersion teacher understands the non-English home language, and students can address the teacher in the non-English language; the submersion teacher, however, generally replies only in English. Furthermore, curriculum is structured so that prior knowledge of English is not assumed as subjects are taught. Content is introduced in a way that can be understood by the student. The student, in effect, learns the second language and content simultaneously. Most immersion programs also teach the non-English language arts for 30-60 minutes a day. Submersion as an approach for teaching LEP students English is illegal. Structured immersion differs from the transitional bilingual instruction in that the non-English home language is rarely used by the teacher (except where it is a subject) and subject area instruction is given in the second language from the beginning of the program. Emphasis is on contextual clues and with syntax and vocabulary adjusted to a student's level of proficiency. See also submersion.

TESL: Teaching English as a Second Language, usually used as a reference to teacher training programs.

TESOL: Teachers of English to Speakers of Other Languages. TESOL is the international professional organization for those concerned with the teaching of English as a second or foreign language and of standard English as a second dialect.

TESOL *Standards:* Developed in 1998 by national leaders in the ESL profession, these are nine developmental foci defined under three broader goals that address the following linguistic, social, and cultural needs for students of limited English proficiency as they acquire fluency in English: 1) the development of basic interpersonal communication skills; 2) the development of cognitive academic language proficiency; 3) social and cultural development in the new English language environment. The *TESOL Standards* are designed to support state standards such as Maine's *Learning Results* and, as such, are easily aligned with them to support students for whom English is a new language.

Transitional Bilingual Education (TBE): Instruction is provided in both the non-English home language until the students' second language (English) is fluent enough for them to participate successfully in an English-only classroom. ESL is often used to help minimize the time needed to master English, particularly in the area of reading. Use of the non-English home language for instruction is phased out as English instruction is gradually phased in. TBE is differentiated from ESL by the use of the non-English home language for instruction in subject areas that are less English intensive, and by teaching literacy in the non-English language as a school subject.

Tutorial Program: Students receive one-on-one and small group instruction in English and regular subject, usually by a paraprofessional. A tutorial program may also be done bilingually. If conducted by unqualified staff, by student peers, or not done as part of an organized system of instruction, it may not pass legally sufficiency by the U.S. Office for Civil Rights.

Two-way Bilingual Education: Also called *developmental bilingual education*, this additive bilingual approach is a maintenance model in which speakers of two languages are placed together in a bilingual classroom to learn each other's language and work academically in both languages.

Vocational English as a Second Language (VESL): *Similar* to English for Specific Purposes, VESL targets workforce communication skills.

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The Ultimate Toolbox for Using TESOL/

State Standards in Our Classroom

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TESOL STANDARDS ALIGNMENT INDICATORS

Goal 1: Use English to communicate in social settings (BICS)

A. Language Proficiency Level Descriptors (*Receptive and/or productive use of English*)*

Beginner

1. Pictures
2. Labels
3. Present tense
4. Plurals
5. Pronouns
6. Yes/no questions
7. Prepositions of placement
8. Simple sentences
9. Simple questions
10. Clearly spoken language

Intermediate

1. Present, past, progressive tenses of common verbs
2. Conjunctions
3. Negatives
4. Descriptive words
5. Complete sentences
6. 'Wh' questions
7. Written sentences
8. Organized writing
9. Language to predict, summarize & infer
10. Expanded vocabulary
11. Prepositions

Advanced

1. Correct use of tenses
2. Careful use of idioms
3. Use of complex language structures
4. Language to infer, analyze, & hypothesize
5. Research strategies
6. Refined vocabulary, e.g., increased use of abstract words

B. Communicative Usage Descriptors*

1. Sharing and requesting information
2. Expressing needs, feelings, & ideas
3. Using nonverbal communication
4. Getting personal needs met
5. Engaging in conversations
6. Conducting transactions
7. Describing, reading about, participating in a favorite activity
8. Sharing social and cultural traditions and values
9. Expressing personal needs, feelings & ideas
10. Participating in popular culture
11. Testing hypotheses about language
12. Practicing new language
13. Using context to construct meaning
14. Listening to and imitating how others use English
15. Exploring alternate ways of saying things
16. Focusing attention selectively
17. Seeking support and feedback from others
18. Comparing nonverbal and verbal cues
19. Self-monitoring and self-evaluating language development
20. Using primary language to ask for clarification
21. Learning and using language "chunks"
22. Selecting different media to help understand language

*ESL Standards for Pre-K-12 Students (1997). Alexandria, VA: TESOL, Inc.

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Goal 2: Use English to achieve academically in all content areas (CALP).

Schema Elaboration Indicators:

Speech Adaptations
1. Repetition
2. Gestures
3. Slowed speech
4. Small units of language
5. More expression
6. Careful use of metaphors/idioms
7. Longer wait time for responses
8. Synchronization of speech w/visual
9. Simplification of directions
10. Modification of questions
11. Paraphrasing of directions by students
12. Sufficient explanation and example
13. Posting and repeating instructions
14. Alerting students to lesson transitions
15. Student express oral understanding of directions
16. Clarifying expectations

Group Processing
1. Partner explanation
2. Cooperative learning
3. Group work
4. Peer tutoring
5. Cross-age tutoring
6. Jig-saw
7. Preferential seating
8. Teacher modeling

Summarizing Activities
1. ABC Summarize
2. Luck of the draw fishbowl
3. Learning log
4. 3-2-1
5. Best test
6. Ticket to leave
7. Last word acronym

Graphic Organizers
1. Webs
2. Outlines
3. Charts
4. Equations
5. Calendars
6. Flow charts
7. Graphs
8. Diagrams
9. Maps
10. Timelines
11. Pictures/sketches
12. Highlighted text
13. Tables

Focus Materials
1. Wall charts
2. Models
3. Slides
4. Filmstrips
5. Key Points on board
6. Guided Outlines
7. Taped text
8. Taped lecture

Learning Resources
1. Realia
2. Manipulatives
3. Visuals
4. Reference materials in different levels of complexity
5. Reference materials in home language
6. Calculators
7. Computers

Assessment Modifications
1. Extended time for tests
2. Spoken vs. written formats
3. Special assignments
4. No penalty for grammatical errors
5. No penalty for poor handwriting

Background Knowledge
1. Background knowledge
2. Concept/theme
3. Drawing pictures
4. Carousel brainstorming
5. Assorted word stories
6. Oral picture diagram
7. "Write 5 words when you think of"
8. Contextualizing material within the personal experience
9. Know/Think you know/Want to know

Study Aids
1. Written assignments/homework assignments
2. Key points on individual sheets
3. Homework notebook
4. Guided outline for notetaking
5. Prepared study sheets
6. Extended time on major assignments
7. Copied teacher notes

Check for Understanding
1. 10-2 balance
2. Notetaking
3. Paraphrasing
4. "Wh" questions
5. Idiot questions
6. Proof
7. Think aloud

Goal 3: Use English in socially and culturally appropriate ways (Sociocultural).

Language Behavior Descriptors*:

1. Using appropriate degree of formality with different audiences and settings
   (e.g., interaction with an adult in a formal and formal setting)
2. Recognizing and using standard English and vernacular dialects appropriately
   (e.g., making polite requests; using English appropriately in cooperative games)
3. Using a variety of writing styles appropriate for different audiences, purposes, settings
   (e.g., writing a letter or e-mail message)
4. Responding to and using slang appropriately
   (e.g., interacting with peers)
5. Responding to and using idioms appropriately
   (e.g., informal conversations with peers and adults)
6. Responding to and using humor appropriately
   (e.g., expressing humor through joking)
7. Determining when it is appropriate to use a language other than English
   (e.g., using native language appropriately to explain difficult concepts)
8. Determining appropriate topics for interaction
   (e.g., demonstrating understanding of giving/receiving compliments, expressing anger or impatience, apologizing, showing gratitude)
9. Interpreting and responding appropriately to nonverbal cues and body language
   (e.g., determining appropriate distance to stand, sit near someone)
10. Demonstrating knowledge of acceptable nonverbal classroom behaviors
    (e.g., maintaining appropriate level of eye contact while presenting orally)
11. Using acceptable tone, volume, stress, and intonation in various social settings
    (e.g., using appropriate volume of voice in library, hall, gym, etc.)
12. Recognizing and adjusting behavior in response to nonverbal cues
    (e.g., e.g., responding appropriately to a teacher's gesture)
13. Observing and modeling how others speak and behave in a particular situation
    (e.g., modeling behavior and language use of others in different situations)
14. Experimenting with variations of language in social and academic settings
    (e.g., rephrasing an utterance when it results in cultural misunderstanding)
15. Seeking information about appropriate language use and behavior
    (e.g., asking for help/clarification when something is not understood)
16. Self-monitoring and self-evaluating language use according to setting and audience
    (e.g., observing language use and behaviors of peers in different settings)
17. Analyzing the social context to determine appropriate language use
    (e.g., adjusting language to meeting formality/informality of a situation)
18. Rehearsing variations for language in different social and academic settings
    (e.g., testing appropriate use of newly acquired gestures and language)
19. Deciding when use of slang is appropriate
    (e.g., using appropriate language in informal settings)

*ESL Standards for Pre-K-12 Students (1997). Alexandria, VA: TESOL, Inc.

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LEARNING STRATEGY GUIDE*

Planning

1. *Set Goals*: Learner develops personal objectives or identifies the purpose of the task.

2. *Directed Attention*: Learner decides in advance to focus on particular tasks and ignore distractions.

3. *Activate Background Knowledge*: Learner thinks about what is already known to help do the task.

4. *Predict*: Learner anticipates information to prepare and give direction for the task.

5. *Organizational Planning*: Learner plans the task as content sequence.

6. *Self-Management*: Learner arranges for conditions to assist in learning.

II. Monitoring

1. *Ask If It Makes Sense*: Learner checks understanding and production to keep track of progress and identify problems.

2. *Selectively Attend*: Learner focuses on key words, phrases, and ideas.

3. *Deduction/Induction*: Learner consciously applies learned or self-developed rules.

4. *Personalize/Contextualize*: Learner relates information to personal experiences.

5. *Take Notes*: learner writes down important words and concepts.

6. *Use Imagery*: Learner creates an image to represent information.

7. *Manipulate/Act Out*: Learner handles tangible objects, role plays, and pantomimes

8. *Self-Talk*: Learner reduces anxiety by reminding self of progress, resources, and available goals.

9. *Cooperate*: Learner works with others to complete tasks, build confidence, and give and receive feedback.

III. Problem Solving

1. *Inference:* Learner makes guesses based on previous knowledge.

2. *Substitute:* Learner uses a synonym or descriptive phrase for unknown words.

3. *Ask questions to clarify:* Learner asks for explanations, verification, and examples; poses questions to self.

4. *Use resources:* Learner uses reference materials about the language and subject matter.

IV. Evaluating

1. *Verify Predictions and Guesses:* Learner checks whether predictions/guesses are correct.

2. *Summarize:* Learner creates a mental, oral, or written summary of information.

3. *Check Goals:* Learner decides whether goal was met.

4. *Evaluate Yourself:* Learner judges how well the material is learned or the task is accomplished.

5. *Evaluate Your Strategies:* Learner judges how strategies were applied and their effectiveness

Ana Uhl Chamot et. al. (1999). The Learning Strategies Handbook. New York: Longman.

MAINE LEARNING RESULTS/ TESOL STANDARDS ALIGNMENT

GUIDING PRINCIPLE: **A Creative and Practical Solver**
Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response.

CONTENT AREA: **Geography** (Elementary Level)

CONTENT STANDARD: **Skills and Tools**
Students will know how to construct and interpret maps and use globes and other geographic tools to locate information about people, places, regions, and environments

PERFORMANCE INDICATOR:
Students will use and construct maps and other visuals to describe geographic location, direction, size, and shape.

Language & Communicative Usage Indicators (Goal 1 - BICS)

Language level: Beginner - present tense; yes/no questions; prepositions of placement; simple sentences; simple questions; simple, concrete vocabulary

Communicative: Engaging in conversations; sharing social and cultural traditions and values; exploring alternative ways of saying things

Schema Elaboration Indicators (Goal 2 - CALP)

Speech Adaptation: Paraphrasing of directions by student
Sufficient explanation and example

Background Knowledge: Contextualizing the material within the personal experience of students.

Study Aids: Written directions

Assessment Modifications: Use of native language in writing; drawing pictures

Language Behaviors (Goal 3 - Sociocultural)

Responding appropriately to a teacher's gesture

Asking for help/clarification when something is not understood

Learning Strategies (Goals 1 - 3)

I. Planning: Activating background knowledge; organizational planning

II. Monitoring: Selectively attend; personalize/contextualize; use imagery

III. Problem solving: Substitute

IV. Evaluation: Summarize; Evaluate

PRODUCT/PERFORMANCE DESCRIPTION – SAMPLE LESSON

(Evidence indicating progress toward the proficiency standard, curriculum standard, and curriculum strand that is the basis of performance assessment)

Overview:

In a large group students orally brainstorm ideas about "neighborhood" as the teacher records their responses on chart paper. Using multicultural literature and visuals in the form of personal photographs, videos, books, and magazines, students orally compare and contrast the various neighborhoods/regions in which they have lived or currently live **(background knowledge)**. On a world map students place pins in areas where immediate families and/or ancestors came from and sing a song about the continents.

Students generate words describing various neighborhoods. These words are placed on a word wall that is used to assist students in writing and illustrating a page about a neighborhood of their choice that will collectively become a class book.

Activity:

1. Students review in a group their definitions of "neighborhood." The teacher then explains that as a class they will be making a big book about neighborhoods **(speech adaptation)**.

2. Since the beginning of the unit, students have been generating words to describe neighborhoods that they have read about in multicultural literature and see in photographs, videos, books, and magazines. These words are posted on a word/picture wall around the room **(study aids)**.

3. Each student chooses a neighborhood where they or family members have lived or currently live to write about using words from the word wall **(beginner level grammar use; sharing social & cultural traditions)**. Students discuss what words they would like to use and why **(engaging in conversations; exploring alternative ways of saying things; asking for help/clarification)**.

4. The teacher models for the students how they might use their words in a composition by using the school neighborhood as an example. The class together produces a page on their school neighborhood **(beginner level grammar use; responding appropriately to teacher's gesture)**. The teacher then reviews orally and in simple written form the steps for creating the page and the product descriptors **(sufficient explanation)**. The teacher checks for comprehension by asking students to explain the task **(engaging conconversation)**.

5. Students continue the writing process (draft writing, conferencing, peer editing, etc.) with their writing which will eventually become an illustrated page in a class book about neighborhoods **(beginner level grammar use; engaging in conversation; exploring alternative ways of saying things)**.

6. When the book is complete, each student will have the opportunity to practice how to share his or her work with the class and then make a final presentation **(engaging in conversation; asking for help/clarification)**.

Assessment

At the end of the project, the teacher or a significant adult familiar with the project will sit down with the student to review all the steps of the project and ask the student to comment on his or her performance at each stage from selection of words to sharing written work with class. The comments are then recorded by the adult and combined with the teacher's observations of the students throughout the week **use of native language)**.